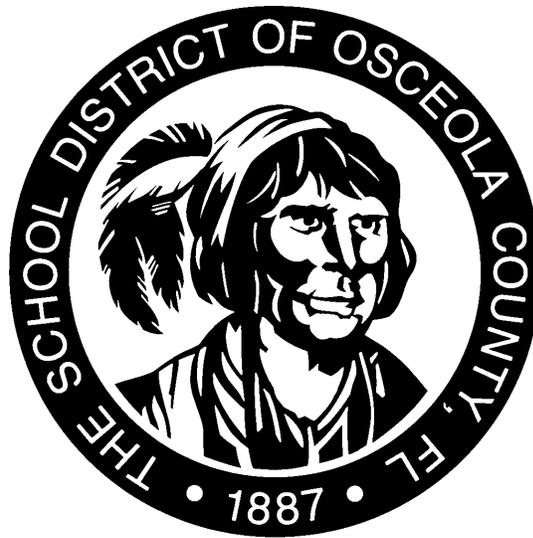


1  
2  
3  
4  
5  
6  
7  
8  
9  
10

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

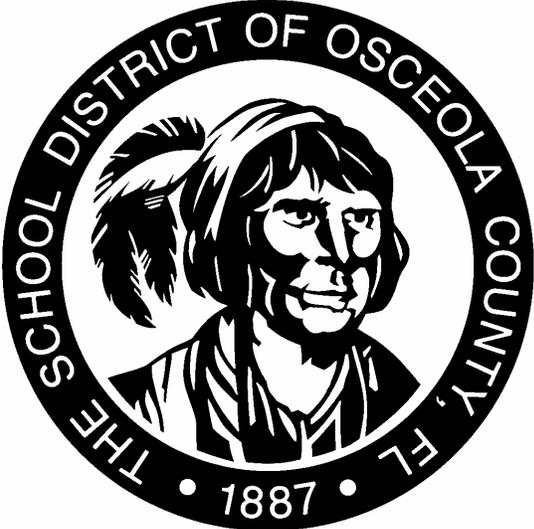


11  
12  
13  
14  
15

**2004-2005  
STUDENT PROGRESSION PLAN**

1  
2  
3  
4  
5  
6

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17

**2004-2005  
ELEMENTARY SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades K-5**

**Effective July 01, 2004**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

Tom Greer

Thomas E. Chalifoux, Jr.

John McKay

David E. Stone

Jay Wheeler

**SUPERINTENDENT**

Blaine Muse

**STUDENT PROGRESSION PLAN TASK FORCE**

Melba Luciano, Assistant Superintendent

**CURRICULUM AND INSTRUCTION**

Angela Marino, Coordinator

John Boyd, Instructional Research and Evaluation Specialist

**OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**

(407) 870-4056

**ELEMENTARY CONTRIBUTORS**

Beverly Brizendine, Director of Elementary Programs

Linda Harwood, Principal, Highlands Elementary

**SPECIAL PROGRAMS CONTRIBUTORS**

Penny Collins, Director of Exceptional Student Education

Daryla Bungo, Director of Student Services

Dalia Medina, Coordinator of Multicultural Education

Don L. Miller, Director of Special Programs

Beth Rattie, Coordinator of Alternative Programs

Sonia Esposito, Coordinator of Charter and Choice Schools

## TABLE OF CONTENTS

|    |            |  |           |
|----|------------|--|-----------|
| 1  |            |  |           |
| 2  |            |  |           |
| 3  | <b>I.</b>  | <b>ENTRY AND ATTENDANCE REQUIREMENTS</b>                     | <b>6</b>  |
| 4  | A.         | Initial Entry Requirements                                   | 6         |
| 5  |            | 1. Evidence of Age   | 6         |
| 6  |            | 2. Health Requirements                                       | 7         |
| 7  |            | a. Certificate of Physical Examination                       | 7         |
| 8  |            | b. Proof of Tuberculin Test                                  | 7         |
| 9  |            | c. Immunization  | 8         |
| 10 |            | 3. Residency Requirements                                    | 8         |
| 11 | B.         | School Admission   | 9         |
| 12 |            | 1. Admission to Kindergarten                                 | 9         |
| 13 |            | 2. Admission to Grade 1                                      | 9         |
| 14 | C.         | Placement of Transfer Students                               | 10        |
| 15 |            | 1. General Transfer Information                              | 10        |
| 16 |            | 2. Placement of Transfer Students – Kindergarten and Grade 1 | 10        |
| 17 |            | 3. Placement of Transfer Students – Grades 2-5               | 11        |
| 18 |            | 4. Students Who Are Not Residing with Their                  |           |
| 19 |            | Natural Parents or Legal Guardian                            | 11        |
| 20 |            | 5. Student Custody   | 11        |
| 21 |            | 6. Limited English Proficient (LEP) Students                 | 12        |
| 22 |            | 7. Students with Disabilities                                | 12        |
| 23 |            | a. 504 Students  | 12        |
| 24 |            | b. Exceptional Student Education (ESE) Students              | 12        |
| 25 | D.         | Attendance Guidelines  | 13        |
| 26 |            | 1. Student Absences  | 13        |
| 27 |            | a. Excused Absences  | 13        |
| 28 |            | b. Permitted Absences  | 14        |
| 29 |            | c. Unexcused Absences  | 14        |
| 30 |            | 2. Students with Disabilities                                | 15        |
| 31 |            | a. 504 Students  | 15        |
| 32 |            | b. ESE Students  | 16        |
| 33 |            | 3. Hospital/Homebound Program                                | 16        |
| 34 |            | 4. Student Absences for Religious Reasons                    | 16        |
| 35 | E.         | Student Withdrawals  | 16        |
| 36 |            | 1. Student Withdrawals During the                            |           |
| 37 |            | Last Two Weeks of the School Year                            | 16        |
| 38 |            | 2. Student Withdrawals for Enrollment in                     |           |
| 39 |            | Home Education Programs                                      | 17        |
| 40 |            |  |           |
| 41 | <b>II.</b> | <b>PROGRAM DESCRIPTION</b>                                   | <b>18</b> |
| 42 | A.         | Florida System of School Improvement and Accountability      | 18        |
| 43 |            | Student Performance -- State K-20 Education Priorities       | 20        |
| 44 | B.         | Special Programs   | 21        |
| 45 |            | 1. LEP Students  | 21        |
| 46 |            | 2. Dropout Prevention Program (DOP)                          | 22        |
| 47 |            | 3. Gifted Education  | 22        |
| 48 |            | 4. Students with Disabilities                                | 23        |
| 49 |            | a. 504 Students  | 23        |
| 50 |            | b. ESE Students  | 23        |
| 51 |            | 5. Home Instruction  | 24        |
| 52 |            |  |           |

|    |  |    |
|----|--|----|
| 1  | <b>III. PROMOTION</b>  | 25 |
| 2  | A. Student Performance Levels for Reading, Writing and Mathematics | 25 |
| 3  | 1. Required Program of Study – Grades K-5                          | 25 |
| 4  | 2. Teacher Judgment  | 26 |
| 5  | 3. Possible Grade Level Assessments                                | 26 |
| 6  | Kindergarten Indicators  | 26 |
| 7  | Grade 1 Assessments  | 26 |
| 8  | Grade 2 Assessments  | 26 |
| 9  | Grade 3 Assessments  | 27 |
| 10 | Grade 4 Assessments  | 27 |
| 11 | Grade 5 Assessments  | 27 |
| 12 | Promotion of ESE Students  | 28 |
| 13 | B. Student Performance Level Charts                                | 28 |
| 14 | 1. Kindergarten  | 29 |
| 15 | 2. Grade 1   | 30 |
| 16 | 3. Grade 2   | 31 |
| 17 | 4. Grade 3   | 32 |
| 18 | 5. Grade 4   | 33 |
| 19 | 6. Grade 5   | 34 |
| 20 | C. Promotion to a Higher Grade Level                               | 35 |
| 21 | D. Academic Improvement Plan (AIP) Process                         | 35 |
| 22 | 1. Steps for Implementing the AIP                                  | 35 |
| 23 | 2. LEP Students  | 37 |
| 24 | 3. Gifted Students   | 38 |
| 25 | 4. Students with Disabilities                                      | 38 |
| 26 | a. 504 Students  | 38 |
| 27 | b. ESE Students  | 38 |
| 28 | E. Remediation and Retention                                       | 38 |
| 29 | Mandatory Retention  | 39 |
| 30 | F. Exemption from Mandatory Retention (Good Cause)                 | 39 |
| 31 | G. Attendance for Promotion Grades K-5                             | 42 |
| 32 | H. Retention – Special Program Considerations                      | 43 |
| 33 | 1. LEP Students  | 43 |
| 34 | 2. Students with Disabilities                                      | 43 |
| 35 | a. 504 Students  | 43 |
| 36 | b. ESE Students  | 43 |
| 37 | I. Remediation Programs  | 44 |
| 38 | 1. Program Description   | 44 |
| 39 | 2. Grades K-5 Continuous Progress Program                          | 50 |
| 40 | 3. READ Initiative   | 50 |
| 41 | J. Summer School   | 51 |
| 42 | 1. LEP Students  | 51 |
| 43 | 2. ESE Students  | 51 |
| 44 | 3. Home Education Students   | 51 |
| 45 | 4. Summer Reading Camp   | 51 |
| 46 |  |    |
| 47 | <b>IV. REPORTING STUDENT PROGRESS</b>                              | 52 |
| 48 | A. Parent(s)/Guardian(s) – Written Notification Requirements       | 52 |
| 49 | B. Report Cards  | 52 |
| 50 | C. General Rules of Marking  | 53 |
| 51 | D. Description and Definition of Marks                             | 55 |

|    |    |   |    |
|----|----|---|----|
| 1  | E. | Guidelines for Grading and Reporting Academic Progress of |    |
| 2  |    | LEP Students _____  | 56 |
| 3  | F. | District/ State Assessment Programs _____                 | 57 |
| 4  | G. | Accommodations of District/ State Assessment for          |    |
| 5  |    | Special Program Students _____                            | 57 |
| 6  |    | 1. LEP Students _____                                     | 57 |
| 7  |    | 2. Students with Disabilities _____                       | 57 |
| 8  |    | a. 504 Students _____                                     | 57 |
| 9  |    | b. ESE Students _____                                     | 58 |
| 10 | H. | Exemptions from District/State Assessment for             |    |
| 11 |    | Special Program Students _____                            | 58 |
| 12 |    | 1. LEP Students _____                                     | 58 |
| 13 |    | 2. Students with Disabilities _____                       | 58 |
| 14 |    | a. 504 Students _____                                     | 58 |
| 15 |    | b. ESE Students _____                                     | 58 |
| 16 | I. | Annual Report in Local Newspaper _____                    | 59 |
| 17 |    |   |    |

1 **I. ENTRY AND ATTENDANCE REQUIREMENTS**

2  
3 All children who have attained the age of six (6) years or who will have attained the  
4 age of six (6) years by February 1 of any school year or who are older than six (6)  
5 years of age but who have not attained the age of sixteen (16) years are required to  
6 attend school regularly during the entire school term.

7  
8 **A. Initial Entry Requirements**

9  
10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County  
11 schools for the first time to present the following at the time of registration:

12  
13 **1. Evidence of Age** Amended 6/27/95, 07-15-03

14  
15 Florida Statute 1003.21 requires that students enrolling in Kindergarten or the  
16 first grade must present evidence of their age. Evidence submitted shall be a  
17 valid birth certificate, or other documentation of birth, as listed in Florida Statute  
18 1003.21.  
19

20 Florida Statute 1003.21 School attendance.--

21 (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has  
22 attained the age at which he or she should be admitted in accordance with the provisions of  
23 subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any  
24 child whom he or she believes to be within the limits of compulsory attendance as provided for by  
25 law. If the first prescribed evidence is not available, the next evidence obtainable in the order set  
26 forth below shall be accepted:

27 (a) A duly attested transcript of the child's birth record filed according to law with a public officer  
28 charged with the duty of recording births;

29 (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of  
30 baptism of the child, accompanied by an affidavit sworn to by the parent;

31 (c) An insurance policy on the child's life that has been in force for at least 2 years;

32 (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn  
33 to by the parent;

34 (e) A passport or certificate of arrival in the United States showing the age of the child;

35 (f) A transcript of record of age shown in the child's school record of at least 4 years prior to  
36 application, stating date of birth; or

37 (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent,  
38 accompanied by a certificate of age signed by a public health officer or by a public school physician,  
39 or, if neither of these is available in the county, by a licensed practicing physician designated by the  
40 district school board, which certificate states that the health officer or physician has examined the  
41 child and believes that the age as stated in the affidavit is substantially correct. A homeless child,  
42 as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

43

1 \*If a passport or immigration document is used as evidence of age, it may not be  
 2 duplicated. Only a notation may be placed in the student's record. Adopted  
 3 6/27/00.  
 4

## 5 **2. Health Requirements – Initial Entry**

### 6 **a. Certificate of Physical Examination** Amended 6/30/92

7  
 8  
 9 A certificate of a physical examination within the twelve-month period  
 10 immediately preceding enrollment shall be presented before a child is  
 11 allowed to attend classes. The certificate shall be signed by a licensed  
 12 practicing physician, or an Advanced Registered Nurse Practitioner certifying  
 13 that the student has no contagious or communicable disease which would  
 14 warrant the student's exclusion from public schools. A Physician's Assistant  
 15 operating under the supervision of Osceola County Public Health Director  
 16 may also sign the certificate. Amended 6/27/95  
 17

18 Students, other than children of military personnel, transferring from a foreign  
 19 country must possess an examination certificate issued within the United  
 20 States.  
 21

#### 22 **Exceptions:**

- 23 ▪ The student was previously enrolled in a Florida school.
- 24 ▪ Parental objections on religious grounds are in writing.

### 25 **b. Proof of Tuberculin Test**

26  
 27  
 28 Any new enrollee who has immigrated from outside of the United States or its  
 29 territories that is classified by the World Health Organization as a high risk  
 30 area within the last five years, regardless of grade level, must present  
 31 evidence of a negative Tuberculin skin test administered within the last twelve  
 32 months before class attendance will be allowed. A student who has a  
 33 positive reading on any Tuberculin skin test will be required to submit to a  
 34 chest X-ray. The student will not be allowed to enroll until a Florida licensed  
 35 physician certifies that the physician has reviewed the chest X-ray, and that  
 36 the student may attend class.  
 37

38 Any current enrollee who has returned from an area outside the United States  
 39 or its territories that is classified by the World Health Organization as a high  
 40 risk area must submit evidence of a Tuberculin skin test before class  
 41 attendance will be allowed. Any student who has a positive reading on a  
 42 Tuberculin skin test will be required to submit to a chest X-Ray. The student  
 43 will not be allowed to enroll until a Florida licensed physician certifies that the  
 44 physician has reviewed the chest X-ray and that the student may attend  
 45 class.  
 46

47 Amended 7/23/91, 6/27/95, 7/21/98, 7-15-03, & 7/01/04

48  
 49 For purposes of this rule, the following are considered to be United States  
 50 territories:

- 1                   ▪ American Samoa
- 2                   ▪ Guam
- 3                   ▪ Puerto Rico
- 4                   ▪ Trust Territories of the Pacific
- 5                   ▪ US Virgin Islands

6

7                   **c. Immunization**      Amended 7/21/98, 07-15-03

8

9                   Each student who is otherwise entitled to admittance to an Osceola County  
10                   School, shall be required to present a certificate of immunization on a Florida  
11                   form, showing that the student has received inoculations for those  
12                   communicable diseases for which immunization is required by the Division of  
13                   Health, and Florida Statute 1003.22.

14

15                   Students who have not received the required immunizations as stipulated by  
16                   state law and who have not received a statutory exemption will be temporarily  
17                   excluded from school until such immunizations have been administered.

18                   Adopted 9/7/99

19

20                   **Required Immunizations:**

- 21                   ▪ five (5) DP's
- 22                   ▪ four (4) Polio
- 23                   ▪ two (2) MMR's (First dose is valid if given on or after first  
24                   birthday.)

25                   Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02

26

27                   **Pre-K**                   Amended 07/01/02

28                   All required immunizations appropriate to age, including the Hepatitis  
29                   B, Varicella (Chicken Pox), and Haemophilus Influenza Type B (HIB).  
30                   Varicella vaccine is not required if a child has documentation of a  
31                   history of varicella disease. A second MMR is not required if the  
32                   student is under age four (4).

33

34                   **Kindergarten- Grade 3**      Amended 07/01/02, 07-15-03, 07-01-04

35                   All required immunizations and Hepatitis B (series of 3) and Varicella.  
36                   Varicella vaccine is not required if a child has documentation of a  
37                   history of varicella disease.

38

39                   **Grades 4-5**      Amended 07/01/02, 07/15/03, 07-01-04

40                   All required immunizations and Hepatitis B (series of 3)

41

42

43                   **Exceptions may be granted as follows:**

- 44                   ▪ parental objections in writing on religious grounds,
  - 45                   ▪ written certification for exemption for medical reasons by a  
46                   competent medical authority or the Division of Health.
- 47

48                   **3. Residency Requirements**      Amended 6/29/93 & 6/27/95, Revised 7/21/98

49

50                   A resident parent or guardian admitting a student to an Osceola County School  
51                   shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

If false and/or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the assigned attendance zone or in the case of an out-of-district child, a school in the district of residence.

Any person knowingly providing false and/or misleading information may be liable for criminal charges under Florida Statutes.

**B. School Admissions**

**1. Admission to Kindergarten**

Children must attain the age of five (5) years on or before September 1 of the school year for which admission to kindergarten is sought. (Florida Statute 1003.21) Amended 07-15-03

**2. Admission to First Grade**

Children must attain the age of six (6) years on or before September 1 of the school year for which admission to first grade is sought or at any time thereafter, provided the child has demonstrated a readiness to enter the first grade in accordance with rules adopted by the State Board of Education. (Florida Statute 1003.21) Amended 07-15-03

Florida Statute 1003.21 School attendance.--

(1)(a)1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

2. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

(b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall

1 authorize the state or any school district to oversee or exercise control over the curricula or  
2 academic programs of private schools or home education programs.

3  
4 No student shall be admitted to the first grade who has not attended kindergarten  
5 in a public school or satisfactorily completed kindergarten in a non-public school  
6 from which the district School Board accepts transfer of academic credit.  
7

8 Any student presented for grade 1 enrollment who has successfully completed  
9 Kindergarten in a non public school which permitted entry earlier than the state  
10 minimum requirement (5 years old on or before September 1 of the school year)  
11 shall be enrolled in Kindergarten until such time as the student has demonstrated  
12 a readiness to enter the first grade.  
13

### 14 C. Placement of Transfer Students

#### 15 1. General Transfer Information

16  
17 The school principal will determine placement of a student who transfers from  
18 other countries, counties, states, private schools or from a home education  
19 program. If a student transfers from a school or program other than a  
20 regionally accredited institution or with inadequate or incomplete records,  
21 placement will be based upon the information available, including any or all of  
22 the following:  
23

- 24       ▪ student's age,
- 25       ▪ a review of all existing school records and home education  
26 records (e.g., student portfolio, annual evaluations),
- 27       ▪ a review of the previous educational program including, but not  
28 limited to, time spent in a program and curriculum requirements  
29 of the program,
- 30       ▪ a test on grade level or individual subject-area objectives or  
31 competencies to be identified by the principal,
- 32       ▪ an interview with the student and/or the parent(s)/guardian(s)  
33 by the principal or designee(s),
- 34       ▪ teacher judgment of classroom performance during a  
35 probationary period to be established by the principal.  
36

#### 37 2. Placement of Transfer Kindergarten and First Grade Students

38  
39 Dates for the legal public school minimum entry age by state and territory  
40 (provided by the Florida Department of Education) should be used in  
41 accepting kindergarten and first grade transfer students according to State  
42 Board Rule 6A-1.0985.  
43

#### 44 State Board Rule 6A-1.0985

45  
46 6A-1.0985 Entry into **Kindergarten** and **First Grade** by **Out of State Transfer** Students.

47  
48 (1) Any student who transfers from an **out-of-state public school** and who does not meet regular  
49 age requirements for admission to Florida public schools shall be admitted upon presentation of the  
50 data required in subsection (3).

51 (2) Any student who transfers from an **out-of-state nonpublic school** and who does not meet  
52 regular age requirements for admission to Florida public schools may be admitted if the student

1 meets age requirements for public schools within the state from which he or she is transferring and  
 2 if the transfer of the student's academic credit is acceptable under rules of the school board. Prior  
 3 to admission, the parent or guardian must also provide the data required in subsection (3)

4 (3) In order to be admitted to Florida schools, such a student transferring from an out-of-state  
 5 school must **provide the following data:** a. Official documentation that the parent(s) or  
 6 guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in  
 7 school;  
 8 b. An official letter or transcript from proper school authority which shows record of  
 9 attendance, academic information and grade placement of the student;  
 10 c. Evidence of immunization against communicable diseases as required in Section  
 11 232.032, Florida Statutes;  
 12 d. Evidence of date of birth in accordance with Section 232.03, Florida Statutes; and  
 13 e. Evidence of a medical examination completed within the last twelve (12) months in  
 14 accordance with Section 232.0315, Florida Statutes.

15  
 16 Clarification of placement procedures for transfer kindergarten and first grade  
 17 students from other states or countries is available through the Department of  
 18 Student Services.

### 19 20 **3. Placement of Transfer Students – Grades 2-5** Amended 07/01/02

21  
 22 A student in grades 2-5 who transfers from any other public school in the  
 23 United States or a foreign country is placed in comparable classes and all  
 24 records from the previous school are accepted.

### 25 26 **4. Students Who Are Not Residing with Their Natural Parents or Legal** 27 **Guardians**

28  
 29 Any student wishing to enroll in school who is not residing with his or her natural  
 30 parent or legal guardian shall have the responsible adult with whom the student  
 31 is living sign an Affidavit of Responsibility form available through Student  
 32 Services at the District Office.

33  
 34 The responsible adult shall present proof that he or she has parental consent or  
 35 legal right to accept responsibility. Parental consent shall be notarized.

### 36 37 **5. Student Custody**

38  
 39 Any person or agency who has been given exclusive care, custody, or control over  
 40 any student by order of any court having jurisdiction to enter such order, may provide  
 41 a certified or otherwise authenticated copy of such order, Marriage Certificate, or  
 42 other extraneous criteria not covered by specific rule, to the principal of the school in  
 43 which each student is enrolled. The order shall be placed in the student's official  
 44 records and thereafter such person or agency shall be recognized for all purposes as  
 45 the sole parent or guardian of the student until such time as subsequent or additional  
 46 orders changing such status are likewise provided.

47  
 48 Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003 (62);  
 49 1000.01, 1000.04, F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5), F.S.

50

## 6. Limited English Proficient (LEP) Students

For a student identified as Limited English Proficient (LEP) and transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the ESOL Program Procedures.

### Home Language Survey (HLS) Responses/Assessment Criteria

- A student with all NO responses on the HLS is considered non-Limited English Proficient (LEP).
- A student with any YES response is referred for additional English language proficiency assessment.
- A student with a YES response to question #1 only is **temporarily** placed in general education classes until English proficiency assessment occurs.
- A student with more than one YES response is temporarily placed in basic ESOL classes until English language proficiency assessment occurs.
- The state-approved age-appropriate IDEA Language Proficiency Test is used to assess oral/aural English ability and is to be administered within the first 20 days after the registration date.

## 7. Student with Disabilities

### a. 504 Students

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active 504 plan and who is enrolling in a Florida school district. Upon notification that a transferring student is one with an active 504 Plan, the receiving school must review the existing 504 Plan and must revise as needed.

### b. Exceptional Student Education (ESE) Students

- A transferring ESE student is one who was previously enrolled as an ESE student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Exceptional Student Education Department through grants or contractual agreements.
- An ESE student who is transferring from one Florida public school district to the School District of Osceola County who has a current Individual Education Plan including Gifted Students (IEP/GEP) will be placed in the appropriate educational program(s) consistent with the plan. The receiving school **must** review and may revise the current IEP/GEP as necessary.
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational programs(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district's criteria for dismissal from

1 an ESE program will also be placed immediately in the appropriate  
 2 educational program(s) without temporary assignment. In both cases,  
 3 the receiving school **must** review the current IEP and may revise the  
 4 document as necessary.

#### 6 **D. Attendance Guidelines**

8 School attendance is the direct responsibility of parent(s)/guardian(s) as required by  
 9 Florida Statute 1003.24. All students are expected to attend school regularly and to  
 10 be on time for classes in order to benefit from the instructional program and to  
 11 develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03

12  
 13 Notes or telephone calls from parent(s)/guardian(s) are required either before or after  
 14 an absence. It is the responsibility of the student to make up work missed because  
 15 of absences. Students receiving out-of-school suspension **must** be assigned  
 16 schoolwork that will cover content and skills taught during the duration of the  
 17 suspension. Students are given one day for each absence to complete makeup  
 18 work unless unusual circumstances indicate an extension. The principal or designee  
 19 must approve any extension.

#### 21 **1. Student Absences**

22  
 23 Non-attendance in a class shall be considered an absence unless the student is  
 24 participating in a school activity. Absences shall be classified as:

#### 26 **a. Excused Absences**

27  
 28 Absences shall be excused for the following reasons:

- 29     ▪ illness or injury of the student,
- 30     ▪ illness, injury, or death in the immediate family of the student. The  
 31 immediate family shall be defined as listed in the United States  
 32 Internal Revenue Service guidelines.

33  
 34 If there is a reasonable doubt concerning the illness claimed, the principal  
 35 shall be authorized to require a statement from an accepted medical  
 36 authority. Failure to comply with this requirement shall result in the absence  
 37 being “unexcused.”

38  
 39 The Principal of a school shall have sole discretion as to how absences shall  
 40 be reported to the school. The parent or legal guardian shall report absences  
 41 through a telephone call, a handwritten note, or both as determined by the  
 42 Principal. Adopted 6/19/01

43  
 44 In cases of excused absences, the student shall be allowed to make up the  
 45 work and teachers of the students shall give every reasonable assistance.

46  
 47 Make-up work shall be completed during a period of time equal to at least  
 48 twice the time for which the absence is excused, unless the teacher allows  
 49 more time.

1                   **b. Permitted Absences**

2  
3                   “Permitted” absences may be granted. Only the principal shall have the  
4 authority to grant “permitted” absences and then only after he or she has  
5 considered the merits of each case. It shall be the principal’s responsibility to  
6 give to the parents a copy of the School Board rules pertaining to permitted  
7 absences.  
8

9                   Arrangements for make-up work shall be made in advance with the instructor  
10 of classes to be missed. The student shall assume complete responsibility  
11 for the make-up work. The teachers shall cooperate by making assignments,  
12 grading materials, and recording grades. The teacher shall set a timeline for  
13 receiving the student’s work for credit, and this timeline will not exceed twice  
14 the number of days of absence.  
15

16                   **Examples of situations warranting “permitted” absences include:**

- 17                   ▪ attendance at an important public function,
- 18                   ▪ attendance at church meetings, or observances of religious  
19 holidays,
- 20                   ▪ travel with parents in urgent circumstances,
- 21                   ▪ attendance at non-school conventions or conferences,
- 22                   ▪ other situations with parental permission and the approval of the  
23 principal, or
- 24                   ▪ participation in a non-instructional activity.  
25

26                   **A student who wishes to participate in a non-instructional activity must:**

- 27                   ▪ meet the academic requirements as set forth by the School Board,
- 28                   ▪ make arrangements, in advance, with the teacher for missing  
29 classes, and
- 30                   ▪ accept the responsibility for making up time and work.  
31

32                   **c. Unexcused Absences**

33  
34                   All absences other than “excused” or “permitted” shall be deemed  
35 “unexcused,” and a failing grade shall be recorded for the period of the  
36 “unexcused” absence, except when students who are suspended from school  
37 during grade period exams or semester exams, such students shall be  
38 allowed to make up these exams.  
39

- 40                   ▪ Upon each unexcused absence, the Principal or designee shall  
41 contact the student’s parent or guardian to determine the reason  
42 for the absence.  
43
- 44                   ▪ If a student has had at least five (5) unexcused absences within a  
45 calendar month or ten (10) unexcused absences within a ninety  
46 (90) day calendar period, the student’s primary teacher shall  
47 report to the principal or designee that the student may be  
48 exhibiting a pattern of non-attendance. Unless there is clear  
49 evidence that the absences are not a pattern of non-attendance,  
50 the case shall be referred to a child study team to determine if  
51 early patterns of truancy are developing. If the child study team  
52 finds that a pattern of non-attendance is developing, whether the

absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.

- If the initial meeting with the parent does not resolve the problem, the child study team shall implement specific interventions that best address the problem.

The child study team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the child study team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statute 984.151. Amended 07-15-03

## 2. Students with Disabilities

### a. 504 Students Amended 07-01-04

In the case of a student with excessive absences, a 504 Reevaluation meeting should be held to determine if the absences are caused by the disability of record on the active 504 Plan. If the 504 committee determines that the absences are caused by the disability, the committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

If the 504 committee determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student.

1                   **b. ESE Students**  
 2

3                   All exceptional students will follow regular education attendance procedures.  
 4

5                   In the case of an ESE Student with excessive absences, an IEP team  
 6 meeting must be conducted to determine whether or not the absences are  
 7 related to the student's disability. If the IEP team determines that the  
 8 excessive absences **are** related to the student's disability, the IEP team must  
 9 determine a reasonable course of action which may include the possible  
 10 waiver of the attendance guidelines in determining grades as well as a  
 11 change of placement.  
 12

13                   If the IEP team determines that the student's excessive absences are not  
 14 related to the student's disability, the student is treated in the same manner  
 15 as that for a general education student.  
 16

17                   **3. Hospital/Homebound Program**  
 18

19                   Parent(s)/guardian(s) may request that the principal consider eligibility for a  
 20 hospital/homebound program for a student with an illness predicted by  
 21 certified medical personnel to exceed 15 consecutive school days.  
 22

23                   **4. Student Absences for Religious Reasons**  
 24

25                   Students will be afforded an opportunity to make up missed work without  
 26 adverse school effects when absent because of a religious holiday. Within  
 27 five school days prior to an expected absence for religious reasons,  
 28 parent(s)/guardian(s) must notify the principal in writing and request that the  
 29 student be excused from attendance. A written excuse will not be required  
 30 upon return to school and no adverse or prejudicial effects will result for any  
 31 student availing her/himself of this provision. Students will be permitted to  
 32 make up missed work according to school procedures.  
 33

34                   Should questions arise regarding this rule, principals will grant the  
 35 parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the  
 36 principal's decision to the Superintendent should a conflict arise.  
 37

38                   **E. Student Withdrawals**  
 39

40                   **1. Student Withdrawals During the Last Two Weeks**  
 41                   **of the School Year**

42                   The parent(s)/guardians(s) of a student who leaves school **during** the last  
 43 two weeks of the school year must show evidence that the withdrawal is  
 44 necessary and the student must successfully complete assigned class work.  
 45 Principals are authorized to make arrangements for the administration of any  
 46 tests if appropriate.  
 47

48                   Principals may waive the requirements for early withdrawal when  
 49 unusual/extenuating circumstances require it.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13

**2. Student Withdrawals for Enrollment in Home Education Programs**

Florida Statute 1002.41 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Service. Revised 7/23/91, Amended 7/21/98, 6/27/00, & 07-15-03

To withdraw a student for enrollment in a home education program, parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools in writing of the intent to provide home education for the student.



**1003.42 Required instruction.--**

(1) Each district school board shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.

(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(c) The essentials of the United States Constitution and how it provides the structure of our government.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(g) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(h) The elementary principles of agriculture.

(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(j) Kindness to animals.

(k) The history of the state.

(l) The conservation of natural resources.

(m) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.

1 (n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law  
 2 or by rules of the State Board of Education and the district school board in fulfilling the requirements  
 3 of law.

4 (o) The study of Hispanic contributions to the United States.

5 (p) The study of women's contributions to the United States.

6 (q) A character-development program in the elementary schools, similar to Character First or  
 7 Character Counts, which is secular in nature and stresses such character qualities as attentiveness,  
 8 patience, and initiative. Beginning in school year 2004-2005, the character-development program  
 9 shall be required in kindergarten through grade 12. Each district school board shall develop or  
 10 adopt a curriculum for the character-development program that shall be submitted to the  
 11 department for approval. The character-development curriculum shall stress the qualities of  
 12 patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and  
 13 cooperation.

14 (r) In order to encourage patriotism, the sacrifices that veterans have made in serving our country  
 15 and protecting democratic values worldwide. Such instruction must occur on or before Veterans'  
 16 Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of  
 17 local veterans when practicable.

18 (3) Any student whose parent makes written request to the school principal shall be exempted from  
 19 the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development,  
 20 and treatment. A student so exempted may not be penalized by reason of that exemption. Course  
 21 descriptions for comprehensive health education shall not interfere with the local determination of  
 22 appropriate curriculum which reflects local values and concerns.

23 **History**---s. 131, ch. 2002-387.

24  
 25 **Student Performance - State K-20 Education Priorities**

26 Amended 07-15-03

27  
 28 A comprehensive program of general education when implemented  
 29 effectively enables students to make maximum use of their educational  
 30 opportunities and to function effectively as productive individuals.

31  
 32 The District School Board shall assist schools and teachers in the  
 33 implementation of research-based reading activities, FS 1008.25(4)(b).

34  
 35 The School District of Osceola County Curriculum Guidelines also reflect the  
 36 priorities of the Florida K-20 education system.  
 37

38 **1000.03 Function, mission, and goals of the Florida K-20 education system.--**

39 (4) The mission of Florida's K-20 education system is to allow its students to increase their  
 40 proficiency by allowing them the opportunity to expand their knowledge and skills through adequate  
 41 learning opportunities, in accordance with the mission statement and accountability requirements of  
 42 s. 1008.31.

43 (5) The priorities of Florida's K-20 education system include:

1 (a) Learning and completion at all levels, including increased high school graduation rate and  
 2 readiness for postsecondary education without remediation.--All students demonstrate increased  
 3 learning and completion at all levels, graduate from high school, and are prepared to enter  
 4 postsecondary education without remediation.

5 (b) Student performance.--Students demonstrate that they meet the expected academic standards  
 6 consistently at all levels of their education.

7 (c) Alignment of standards and resources.--Academic standards for every level of the K-20  
 8 education system are aligned, and education financial resources are aligned with student  
 9 performance expectations at each level of the K-20 education system.

10 (d) Educational leadership.--The quality of educational leadership at all levels of K-20 education is  
 11 improved.

12 (e) Workforce education.--Workforce education is appropriately aligned with the skills required by  
 13 the new global economy.

14 (f) Parental, student, family, educational institution, and community involvement.--Parents,  
 15 students, families, educational institutions, and communities are collaborative partners in education,  
 16 and each plays an important role in the success of individual students. Therefore, the State of  
 17 Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20  
 18 education system are not guarantees that each individual student will succeed or that each  
 19 individual school will perform at the level indicated in the goals.

20 **History.**--s. 5, ch. 2002-387.

21  
 22 **B. Special Programs**

23  
 24 **1. Limited English Proficient (LEP)** Revised 7/21/98 & 6/27/00

25 All students with limited English proficiency (LEP) must be appropriately  
 26 identified in order to ensure the provision of appropriate services. Every  
 27 student identified as LEP shall continue to receive appropriate instruction and  
 28 funding as specified by the District LEP Plan, State Board Rules and  
 29 Regulations, and Florida Statutes until such time as the student is reclassified  
 30 as English proficient. Note: See the School District of Osceola County  
 31 Limited English Proficient Plan 1999 for full explanation of services and  
 32 model. Amended 6/27/00

33  
 34 **Home Language Survey (HLS) and identification criteria** Revised 6/27/00

- 35 ■ A student with all NO responses on the HLS is considered non-  
 36 limited English proficient.
- 37 ■ A student with any YES response is referred for English language  
 38 proficiency assessment.
- 39 ■ A student with a YES response to question #1 only is temporarily  
 40 placed in non-ESOL classes until English language proficiency  
 41 assessment is completed.
- 42 ■ A student with a YES response to question #2 and/or #3 is  
 43 temporarily placed in ESOL classes until English language  
 44 proficiency assessment is completed.
- 45 ■ The grade level appropriate Idea Oral Language Proficiency Test  
 46 will be used to determine oral/aural English ability and is to be  
 47 administered within the first 20 days after registration date.

Students in grades 4-12 found to be fluent English speaking will be given a nationally-normed, standardized reading and writing test, within 20 days of the oral/aural test for further assessment of their English ability.

- Exceptional students (ESE) with any YES response shall be reviewed by a joint ESE/LEP committee to determine appropriate ESOL assessment and placement.
- Pre-K students with any YES response are considered LEP until the English language assessment is administered in Kindergarten.
- PEEP Pre-K students with any YES responses shall be reviewed by a joint ESE/LEP committee to determine ESOL status.

Every Limited English Proficient student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the LEP student is assigned to the program(s) shall be comparable to the time assigned to a non-LEP student under similar conditions. An updated LEP student's class schedule must be maintained in the LEP Portfolio as part of the student permanent record. Adopted 6/27/00

Limited English Proficient students are taught by subject area teachers following the corresponding district curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum accommodations, and testing accommodations. The ESOL accommodations are documented in the teacher's lesson plans as evidence that understandable instruction is being provided. Adopted 6/27/00

Schools with fifteen (15) or more LEP students who speak the same home language must have at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant's (or bilingual teacher's) primary assignment is to offer the LEP students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 6/27/00

## **2. Dropout Prevention Program (DOP)**

The academic program for a DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, and/or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students.

## **3. Gifted Education**

For a student enrolled in the gifted program a qualitatively different curriculum consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student. The elementary gifted education program is a one-day pullout program and is offered in schools strategically located throughout the district.

1 Elementary students enrolled in the Gifted pullout program are classified in  
 2 attendance and should not be counted as absent. Classroom assignments  
 3 are given by the Gifted teacher. Students should not be required to make-up  
 4 the work missed in the regular class.

5  
 6 **4. Students with Disabilities**

7 **a. 504 Students** Amended 07-01-04

8 Any alteration to the delivery of instruction of student assignments for a  
 9 504 student is the decision of the Section 504 Committee and must be  
 10 addressed in the 504 Plan.

11 The individual student's Section 504 Plan documents the instructional  
 12 accommodations required to ensure the student an equal opportunity to  
 13 master the general education curriculum. Parent(s)/guardian(s) of a  
 14 Section 504 student must be given the opportunity to provide input on  
 15 decisions made by the Section 504 Committee regarding any alteration to  
 16 the delivery of instruction of their Section 504 student.  
 17 Parent(s)/guardian(s) of a 504 student must be notified of any changes to  
 18 the student's Section 504 Plan.

19  
 20 **b. Exceptional Education Students**

21  
 22 **Exceptionalities include:** Educable Mentally Handicapped, Trainable  
 23 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or  
 24 Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically  
 25 Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted,  
 26 Homebound or Hospitalized, Dual Sensory Impaired, Autistic,  
 27 PreKindergarten Students with Developmental Delays, PreKindergarten  
 28 Students with Established Conditions.

29 Amended 7/23/91, 7/21/98 & 6/27/00

30  
 31 **ESE Curriculum**

32 The curriculum for the elementary school Varying Exceptionalities,  
 33 Emotionally Handicapped (EH), and Educable Mentally Handicapped  
 34 shall be a regular education curriculum that follows the Florida Sunshine  
 35 State Standards with appropriate accommodations. Direct Instruction,  
 36 Reading Mastery, Precision Teaching, and Whole Language are the  
 37 instructional approaches to be utilized to enhance curriculum acquisition.  
 38 Moderately and severely disabled students (Trainable Mentally  
 39 Handicapped, Profoundly Mentally Handicapped) will use a curriculum  
 40 appropriate for the developmental level of the students.

41 Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.

42  
 43 For students with disabilities enrolled in ESE, their Individual Educational  
 44 Plans (IEP's) specify the appropriate curriculum and unique aspects of  
 45 their programs.

46  
 47 For the majority of these students, the general education standards and  
 48 benchmarks should be based on their curriculum.

49  
 50 For some students, modified standards and/or benchmarks in one or  
 51 more content areas may be more appropriate.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15

In all cases, the IEP team makes curriculum decisions. The IEP developed by the team specifies the curriculum for specific content areas. The IEP also addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom accommodations. accommodations may be in the areas of curriculum, instruction, and assessment. Accommodations listed on the IEP must be implemented as indicated.

**5. Home Instruction**

Florida Statute 1002.41 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services. Revised 7/23/91, Amended 7/21/98, 6/27/00, & 07-15-03

1 **III. PROMOTION**

2  
3 The purpose of the instructional program in the schools of Osceola County is to provide  
4 appropriate instructional and selected services to enable students to perform at or above  
5 their grade level academically. Promotion, however, is based primarily on student  
6 proficiency in reading, writing, science, and mathematics and is not automatic. Amended  
7 07-15-03

8  
9 Decisions regarding student promotion, and retention and good cause placement are  
10 primarily the responsibility of the individual school's professional staff. The final decision in  
11 regard to grade placement is the responsibility of the principal.

12  
13 Student promotion in the Osceola County schools is based upon an evaluation of each  
14 student's achievement in terms of appropriate instructional goals. The determination should  
15 reflect teacher judgment based upon the following: successful progress in the county  
16 adopted curriculum, progress tests, classroom assignments, daily observation, standardized  
17 tests, and other objective data. The primary responsibility for determining each student's  
18 level of performance and ability to function academically, socially and emotionally at the next  
19 grade level is that of the classroom teacher, subject to review and approval of the principal.

20  
21  
22  
23 **A. Student Performance Levels for Reading, Writing, Mathematics, and Science**  
24 Amended 07-15-03

25  
26 Florida Statute 1008.25 requires that the district define specific levels of performance  
27 in reading, writing, mathematics, and science for each grade level. These levels of  
28 performance will be used to identify students who **must** receive remediation or be  
29 retained within an intensive program that is different from the previous year's  
30 program and takes into account the student's learning style.

31  
32 In compliance with School Board's Objective (Improve accepted measures of  
33 success annually) and Florida Statute 1008.25, students will be identified as  
34 performing at one of three levels which indicates a student's achievement:

- 35       ▪ above grade level,
- 36       ▪ at grade level, or
- 37       ▪ below grade level.

38  
39 Performance levels are determined by various indicators that will include, but are not  
40 limited to, multiple measures using appropriate grade-level assessments as well as  
41 teacher judgment.

42  
43  
44 **1. Required Program of Study – Grades K-5**

45 Grades K-5 promotion should be based on successful progress as indicated  
46 by report cards, District and State assessments, daily assignments, teacher  
47 observation, satisfactory performance in the grade level curriculum, and other  
48 data. Amended 6/15/99 & 6/27/00

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

## 2. **Teacher Judgment**

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

**Teacher judgment factors may include, but are not limited to:**

- previous retentions,
- level of text at which student is successful,
- observations,
- checklists,
- student portfolios, or
- current grades/marks.

## 3. **Possible Grade Level Assessments (Amended 07-01-04)**

### **Kindergarten Indicators**

A screening program for all kindergarten students will be administered yearly. This screening should be done within the first 20 days of enrollment. Results of this screening will identify students who will be considered for further screening and psychological testing to determine if special placement is indicated. Amended 6/29/93 & 6/27/00

- School Readiness Uniform Screening System (SRUSS)
- Word Recognition Checklist
- District-adopted mathematics program assessments
- Diagnostic Assessments of Reading (DAR)
- Early Reading Diagnostic Assessments (ERDA)
- District Phonemic Awareness Inventory
- Letter and word recognition check list
- STAR Early Literacy Assessment
- Diagnostic Reading Assessment (DRA)
- Group Reading Assessment & Diagnostic Evaluation (GRADE)

### **First Grade Assessments**

- Word Recognition Checklist
- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford Achievement Test, Ninth Edition (SAT-9)
- STAR Reading test
- STAR Math test
- DAR
- ERDA
- Gates-MacGinitie Reading Test
- Diagnostic Reading Assessment (DRA)
- GRADE

### **Second Grade Assessments**

- Reading Running Record(s)
- District-adopted mathematics program assessments

- 1                   ▪ District-adopted science program assessments
- 2                   ▪ Basal reading program assessments
- 3                   ▪ SAT-9
- 4                   ▪ STAR Reading test
- 5                   ▪ STAR Math test
- 6                   ▪ DAR
- 7                   ▪ ERDA
- 8                   ▪ Gates-MacGinitie Reading Test
- 9                   ▪ DRA
- 10                  ▪ GRADE

### **Third Grade Assessments**

- 13                  ▪ Reading Running Record(s)
- 14                  ▪ Osceola Writes (narrative and expository prompts)
- 15                  ▪ District-adopted mathematics program assessments
- 16                  ▪ District-adopted science program assessments
- 17                  ▪ Basal reading program assessments
- 18                  ▪ SAT-9
- 19                  ▪ STAR Reading test
- 20                  ▪ STAR Math test
- 21                  ▪ DAR
- 22                  ▪ ERDA
- 23                  ▪ Gates-MacGinitie Reading Test
- 24                  ▪ DRA
- 25                  ▪ Florida Comprehensive Assessment Test -- Sunshine State Standards
- 26                    (FCAT-SSS) Reading
- 27                  ▪ FCAT-SSS Mathematics
- 28                  ▪ Florida Comprehensive Assessment Test -- Norm-Referenced Test
- 29                    (FCAT-NRT) Reading
- 30                  ▪ FCAT-NRT Mathematics
- 31                  ▪ GRADE

### **Fourth Grade Assessments**

- 34                  ▪ Reading Running Record(s)
- 35                  ▪ Osceola Writes (narrative and expository prompts)
- 36                  ▪ District-adopted mathematics program assessments
- 37                  ▪ District-adopted science program assessments
- 38                  ▪ Basal reading program assessments
- 39                  ▪ SAT-9
- 40                  ▪ STAR Reading test
- 41                  ▪ STAR Math test
- 42                  ▪ Gates-MacGinitie Reading Test
- 43                  ▪ FCAT-SSS Reading
- 44                  ▪ FCAT-SSS Mathematics
- 45                  ▪ FCAT Writes
- 46                  ▪ FCAT-NRT Reading
- 47                  ▪ FCAT-NRT Mathematics
- 48                  ▪ GRADE

### **Fifth Grade Assessments**

- 51                  ▪ Reading Running Record(s)
- 52                  ▪ District-adopted mathematics program assessments

- 1                   ▪ District-adopted science program assessments
- 2                   ▪ Basal reading program assessments
- 3                   ▪ SAT 9
- 4                   ▪ STAR Reading test
- 5                   ▪ STAR Math test
- 6                   ▪ Gates-MacGinitie Reading Test
- 7                   ▪ FCAT-SSS Reading
- 8                   ▪ FCAT-SSS Mathematics
- 9                   ▪ FCAT Science (upon completion by the State)
- 10                  ▪ FCAT-NRT Reading
- 11                  ▪ FCAT-NRT Mathematics
- 12                  ▪ GRADE

#### 14                   **Promotion of ESE Students**

15                   Students enrolled in exceptional student programs shall be promoted on the basis of  
 16                   the acquisition of skills in accordance with the student's Individual Education Plan  
 17                   and the mastery of Revised Performance Standards for each exceptionality. The  
 18                   exceptional education teacher will use the Revised Performance Standards for the  
 19                   assigned exceptionality to document the progress of the student. Documentation of  
 20                   standards must start when the student is initially placed into an exceptional student  
 21                   education program. Amended 6/28/94, 6/27/95, & 7/21/98

#### 23                   **B.       STUDENT PERFORMANCE LEVEL CHARTS**

24                   See following pages.

25

| <b>GRADE K</b>   | <b>THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br/>READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION</b> |                                    |                                      |                                      |   |  |  |
|--|---|------------------------------------|--------------------------------------|--------------------------------------|---|--|--|
| Classroom Performance  | Factors to Consider in End-of-Year Decision-Making  |                                    |                                      |                                      |   | Decisions for Next Year                |  |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• Diagnostic Assessment of Reading (DAR) results</li> <li>• Diagnostic Reading Assessment (DRA) results</li> <li>• Early Reading Diagnostic Assessment (ERDA) results</li> <li>• Group Reading Assessment &amp; Diagnostic Evaluation (GRADE)</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Helping One Student To Succeed (HOSTS)</li> <li>• Early Literacy (Reading Renaissance testing program)</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | <i>Student Performance Level</i>  | <i>DRA Guided Reading Levels</i>   | <i>Math Class Performance</i>        | <i>Science Class Performance</i>     | <i>Did the student have an AIP this year?</i> | <i>Remediation Required Next Year?</i> | <i>Promote or Retain?</i>  |
|  | <b>Above Grade Level</b>  | Level 3-4 and above (90% accuracy) | Grade of "demonstrates consistently" | Grade of "demonstrates consistently" | NO  | NO                                     | <i>Promote to next grade level</i>   |
|  | <b>At Grade Level</b>   | Level 2 (90% accuracy)             | Grade of "learning and developing"   | Grade of "learning and developing"   | NO  | NO                                     | <i>Promote to next grade level</i>   |
|  | <b>Below Grade Level, Minimally</b>   | Level 1 (90% accuracy)             | Grade of "area of concern"           | Grade of "area of concern"           | YES   | Requires a new AIP                     | <i>Write an AIP if remediation is indicated or promote and closely monitor</i> |
|  |   |                                    |                                      |                                      | NO  | Write an AIP, and monitor closely      |  |
|  | <b>Below Grade Level, Considerably</b>  | Level A                            | Grade of "area of concern"           | Grade of "area of concern"           | YES   | Requires a new AIP                     | <i>Retain with AIP* or Promote with AIP</i>                                    |
|  |   |                                    |                                      |                                      | NO  | Must have an AIP                       |  |
|  | <b>Below Grade Level, Substantially</b>   | Unable to read Level A             | Grade of "area of concern"           | Grade of "area of concern"           | YES   | Requires a new AIP                     | <i>Retain with AIP* or Promote with AIP</i>                                    |
|  |   |                                    |                                      |                                      | NO  | Must have an AIP                       |  |

| GRADE 1   | THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br>READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION |                                   |  |                                  |                              |  |                                   |   |
|---|---|-----------------------------------|--|----------------------------------|------------------------------|--|-----------------------------------|---|
| Classroom Performance   | Factors to Consider in End-of-Year Decision-Making  |                                   |  |                                  |                              |  | Decisions for Next Year           |   |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• Diagnostic Assessment of Reading (DAR) results</li> <li>• Diagnostic Reading Assessment (DRA) results</li> <li>• Early Reading Diagnostic Assessment (ERDA) results</li> <li>• Gates-MacGinitie results</li> <li>• Group Reading Assessment &amp; Diagnostic Evaluation (GRADE)</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Helping One Student To Succeed (HOSTS)</li> <li>• Soar to Success Program</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | Student Performance Level   | DRA Guided Reading Levels         | SAT-9 Reading and Math or Gates-MacGinitie Reading | Classroom form of Osceola Writes | Science Class Performance    | Did the student have an AIP this year? | Remediation Required Next Year?   | Promote or Retain?  |
|   | <b>Above Grade Level</b>  | Level 18 and above (90% accuracy) | Stanine 7, 8, 9                                    | 5.0, 5.5, 6.0                    | Grade of "Outstanding"       | NO                                     | NO                                | Promote to next grade level   |
|   | <b>At Grade Level</b>   | Level 16 (90% accuracy)           | Stanine 4, 5, 6                                    | 3.0, 3.5, 4.0, 4.5               | Grade of "Satisfactory"      | NO                                     | NO                                | Promote to next grade level   |
|   | <b>Below Grade Level, Minimally</b>   | Level 14 (90% accuracy)           | Stanine 3  | 2.0, 2.5                         | Grade of "Needs Improvement" | YES                                    | Requires a new AIP                | Write an AIP if remediation is indicated or promote and closely monitor |
|   |   |                                   |  |                                  |                              | NO                                     | Write an AIP, and monitor closely |   |
|   | <b>Below Grade Level, Considerably</b>  | Level 10 (90% accuracy)           | Stanine 2  | 1.0, 1.5                         | Grade of "Needs Improvement" | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
|   |   |                                   |  |                                  |                              | NO                                     | Must have an AIP                  |   |
|   | <b>Below Grade Level, Substantially</b>   | Level 4 and below (90% accuracy)  | Stanine 1  | 0                                | Grade of "Needs Improvement" | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
| NO  |   |                                   |  |                                  |                              | Must have an AIP                       |                                   |   |

| GRADE 2   | THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br>READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION |                                   |  |                                  |                              |  |                                   |   |
|---|---|-----------------------------------|--|----------------------------------|------------------------------|--|-----------------------------------|---|
| Classroom Performance   | Factors to Consider in End-of-Year Decision-Making  |                                   |  |                                  |                              |  | Decisions for Next Year           |   |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• Diagnostic Assessment of Reading (DAR) results</li> <li>• Diagnostic Reading Assessment (DRA) results</li> <li>• Early Reading Diagnostic Assessment (ERDA) results</li> <li>• Gates-MacGinitie results</li> <li>• LEP Students - English Language Development</li> <li>• Group Reading Assessment &amp; Diagnostic Evaluation (GRADE)</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Helping One Student To Succeed (HOSTS)</li> <li>• Soar to Success Program</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | Student Performance Level   | DRA Reading Levels                | SAT-9 Reading and Math or Gates-MacGinitie Reading | Classroom form of Osceola Writes | Science Class Performance    | Did the student have an AIP this year? | Remediation Required Next Year?   | Promote or Retain?  |
|   | <b>Above Grade Level</b>  | Level 30 and above (90% accuracy) | Stanine 7, 8, 9                                    | 5.0, 5.5, 6.0                    | Grade of "Outstanding"       | NO                                     | NO                                | Promote to next grade level   |
|   | <b>At Grade Level</b>   | Level 28 (90% accuracy)           | Stanine 4, 5, 6                                    | 3.0, 3.5, 4.0, 4.5               | Grade of "Satisfactory"      | NO                                     | NO                                | Promote to next grade level   |
|   | <b>Below Grade Level, Minimally</b>   | Level 24 (90% accuracy)           | Stanine 3  | 2.0, 2.5                         | Grade of "Needs Improvement" | YES                                    | Requires a new AIP                | Write an AIP if remediation is indicated or promote and closely monitor |
|   |   |                                   |  |                                  |                              | NO                                     | Write an AIP, and monitor closely |   |
|   | <b>Below Grade Level, Considerably</b>  | Level 16 (90% accuracy)           | Stanine 2  | 1.0, 1.5                         | Grade of "Needs Improvement" | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
|   |   |                                   |  |                                  |                              | NO                                     | Must have an AIP                  |   |
|   | <b>Below Grade Level, Substantially</b>   | Level 12 and below (90% accuracy) | Stanine 1  | 0                                | Grade of "Needs Improvement" | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
| NO  |   |                                   |  |                                  |                              | Must have an AIP                       |                                   |   |

| GRADE 3   | THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br>READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION |                           |  |                    |                    |                           |  |  |   |
|---|---|---------------------------|--|--------------------|--------------------|---------------------------|--|--|---|
| Classroom Performance   | Factors to Consider in End-of-Year Decision-Making  |                           |  |                    |                    |                           |  | Decisions for Next Year                                    |   |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• Diagnostic Assessment of Reading (DAR) results</li> <li>• Diagnostic Reading Assessment (DRA) results</li> <li>• Early Reading Diagnostic Assessment (ERDA) results</li> <li>• Gates-MacGinitie results</li> <li>• Group Reading Assessment &amp; Diagnostic Evaluation (GRADE)</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Helping One Student To Succeed (HOSTS)</li> <li>• Soar to Success Program</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | Student Performance Level   | FCAT-SSS Reading and Math | FCAT-NRT Reading & Math or SAT-9 or Gates-MacGinitie Reading | Osceola Writes     | DRA Reading Levels | Science Class Performance | Did the student have an AIP this year? | Remediation Required Next Year?                            | Promote or Retain?  |
|   | <b>Above Grade Level</b>  | Achievement Level 4, 5    | Stanine 7, 8, 9  | 5.0, 5.5, 6.0      | Level 40           | Grade of A or B           | NO                                     | NO   | Promote to next grade level   |
|   | <b>At Grade Level</b>   | Achievement Level 3       | Stanine 4, 5, 6  | 3.0, 3.5, 4.0, 4.5 | Level 38           | Grade of C                | NO                                     | NO   | Promote to next grade level   |
|   | <b>Below Grade Level, Minimally</b>   | Achievement Level 2       | Stanine 3  | 2.0, 2.5           | Level 34           | Grade of D                | YES                                    | Requires a new AIP   | Write an AIP if remediation is indicated or promote and closely monitor |
|   |   |                           |  |                    |                    |                           | NO                                     | Write an AIP, and monitor closely                          |   |
|   | <b>Below Grade Level, Considerably</b>  | Achievement Level 1       | Stanine 2  | 1.0, 1.5           | Level 30           | Grade of D                | YES                                    | Requires a new AIP   | Retain with AIP* or Promote with AIP (Document Good Cause)              |
|   |   |                           |  |                    |                    |                           | NO                                     | Must have an AIP   |   |
| <b>Below Grade Level, Substantially</b>   | Achievement Level 1   | Stanine 1                 | 0  | Level 24           | Grade of F         | YES                       | Requires a new AIP                     | Retain with AIP* or Promote with AIP (Document Good Cause) |   |
|   |   |                           |  |                    |                    | NO                        | Must have an AIP                       |  |   |

\*Mandatory Retention: Beginning with the 2002-2003 school year, if a student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained, unless the School Board exempts the student from this mandatory retention for good cause. FS 1008.25 (5)(b)

| GRADE 4  | THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br>READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION |                           |  |                                |                           |  |                                   |   |
|--|---|---------------------------|--|--------------------------------|---------------------------|--|-----------------------------------|---|
| Classroom Performance  | Factors to Consider in End-of-Year Decision-Making  |                           |  |                                |                           |  | Decisions for Next Year           |   |
|  | Student Performance Level   | FCAT-SSS Reading and Math | FCAT-NRT Reading & Math or SAT-9 or Gates-MacGinitie Reading | FCAT Writing or Osceola Writes | Science Class Performance | Did the student have an AIP this year? | Remediation Required Next Year?   | Promote or Retain?  |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• Gates-MacGinitie results</li> <li>• Group Reading Assessment &amp; Diagnostic Evaluation (GRADE)</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Helping One Student To Succeed (HOSTS)</li> <li>• Soar to Success Program</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | <b>Above Grade Level</b>  | Achievement Level 4, 5    | Stanine 7, 8, 9  | 5.0, 5.5, 6.0                  | Grade of A or B           | NO                                     | NO                                | Promote to next grade level   |
|  | <b>At Grade Level</b>   | Achievement Level 3       | Stanine 4, 5, 6  | 3.0, 3.5, 4.0, 4.5             | Grade of C                | NO                                     | NO                                | Promote to next grade level   |
|  | <b>Below Grade Level, Minimally</b>   | Achievement Level 2*      | Stanine 3  | 2.0, 2.5                       | Grade of D                | YES                                    | Requires a new AIP                | Write an AIP if remediation is indicated or promote and closely monitor |
|  | <b>Below Grade Level, Minimally</b>   | Achievement Level 2*      | Stanine 3  | 2.0, 2.5                       | Grade of D                | NO                                     | Write an AIP, and monitor closely |   |
|  | <b>Below Grade Level, Considerably</b>  | Achievement Level 1*      | Stanine 2  | 1.0, 1.5                       | Grade of D                | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
|  | <b>Below Grade Level, Considerably</b>  | Achievement Level 1*      | Stanine 2  | 1.0, 1.5                       | Grade of D                | NO                                     | Must have an AIP                  |   |
|  | <b>Below Grade Level, Substantially</b>   | Achievement Level 1*      | Stanine 1  | 0                              | Grade of F                | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
|  | <b>Below Grade Level, Substantially</b>   | Achievement Level 1*      | Stanine 1  | 0                              | Grade of F                | NO                                     | Must have an AIP                  |   |

\*To demonstrate annual learning gains, Grade 4 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **231** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **163** DSS points in FCAT-SSS Math.

| <b>GRADE 5</b>   | <b>THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br/>READING, WRITING, MATHEMATICS AND SCIENCE -- PROMOTION / REMEDIATION / RETENTION</b> |                           |  |                    |                           |  |                                   |   |
|--|---|---------------------------|--|--------------------|---------------------------|--|-----------------------------------|---|
| Classroom Performance  | Factors to Consider in End-of-Year Decision-Making  |                           |  |                    |                           |  | Decisions for Next Year           |   |
|  | Student Performance Level   | FCAT-SSS Reading and Math | FCAT-NRT Reading & Math or SAT-9 or Gates-MacGinitie Reading | Osceola Writes     | Science Class Performance | Did the student have an AIP this year? | Remediation Required Next Year?   | Promote or Retain?  |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• Gates-MacGinitie results</li> <li>• Group Reading Assessment &amp; Diagnostic Evaluation (GRADE)</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Helping One Student To Succeed (HOSTS)</li> <li>• Soar to Success Program</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | <b>Above Grade Level</b>  | Achievement Level 4, 5    | Stanine 7, 8, 9  | 5.0, 5.5, 6.0      | Grade of A or B           | NO                                     | NO                                | Promote to next grade level   |
|  | <b>At Grade Level</b>   | Achievement Level 3       | Stanine 4, 5, 6  | 3.0, 3.5, 4.0, 4.5 | Grade of C                | NO                                     | NO                                | Promote to next grade level   |
|  | <b>Below Grade Level, Minimally</b>   | Achievement Level 2*      | Stanine 3  | 2.0, 2.5           | Grade of D                | YES                                    | Requires a new AIP                | Write an AIP if remediation is indicated or promote and closely monitor |
|  |   |                           |  |                    |                           | NO                                     | Write an AIP, and monitor closely |   |
|  | <b>Below Grade Level, Considerably</b>  | Achievement Level 1*      | Stanine 2  | 1.0, 1.5           | Grade of D                | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
|  |   |                           |  |                    |                           | NO                                     | Must have an AIP                  |   |
|  | <b>Below Grade Level, Substantially</b>   | Achievement Level 1*      | Stanine 1  | 0                  | Grade of F                | YES                                    | Requires a new AIP                | Retain with AIP* or Promote with AIP                                    |
|  |   |                           |  |                    |                           | NO                                     | Must have an AIP                  |   |

\*To demonstrate annual learning gains, Grade 5 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least **167** Developmental Scale Score (DSS) points in FCAT-SSS Reading and **120** DSS points in FCAT-SSS Math.

1 **C. Promotion to a Higher Grade Level**

2  
3 The assignment of a student to a higher grade which results in the student's accelerated  
4 promotion should be made on the basis of exceptionally high achievement or evidence that  
5 the student will benefit more from the instructional program at the advanced grade level.  
6 The Superintendent should authorize the assignment.

7  
8 The assignment will occur at the end of a grading period agreed upon by both the sending  
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional  
10 student is involved.

11 If an LEP student is involved, the LEP committee shall meet to document the student LEP  
12 plan change.

13  
14 After agreement has been reached regarding an exceptional student, an Individual  
15 Education Plan meeting must be held prior to placement in the new assignment. The long-  
16 range academic, social, and emotional effect of the decision shall be considered.

17  
18 The principal has the responsibility for making such an assignment, but a student will not be  
19 accelerated without parental consent. Amended 6/30/91 & 6/27/00

20  
21 The student's cumulative record, report card, and permanent record must indicate,  
22 "accelerated grade placement" and the name of the principal who made the placement.

23 Amended 6/15/99

24  
25 Parents shall be notified in writing that their child is receiving an accelerated grade  
26 placement to the next higher grade. A copy of this notification shall be placed in the  
27 cumulative folder. Notices to parent/guardian of LEP students must be provided in the  
28 primary language, whenever feasible. Amended 6/27/00

29  
30 **D. Academic Improvement Plan (AIP) Process** Amended 07-15-03

31  
32 As required by Florida Statute 1008.25 (4)(b), schools must develop, in consultation with the  
33 student's parent(s), a School District of Osceola County Academic Improvement Plan (AIP)  
34 for students who do not meet district and state levels of proficiency in reading, writing,  
35 mathematics, and/ or science. Each Academic Improvement Plan must outline an intensive  
36 remedial program in the area(s) of weakness designed to assist the student in meeting state  
37 and/or district expectations for proficiency.

38  
39 **The Academic Improvement Plan must clearly identify the:**

- 40 1. specific, diagnosed academic needs to be remediated,
- 41 2. success-based intervention strategies to be used,
- 42 3. the how, when, how often, by whom, and how long intensive remedial
- 43 instruction is to be provided, and
- 44 4. monitoring and reevaluation activities to be employed.

45  
46 **1. Steps for Implementing the AIP**

47 Each student who does **not** meet the levels of performance as determined by the  
48 district **must** be provided with additional diagnostic assessments to determine the  
49 nature of the student's difficulty and areas of academic need.

- 50
- 51 ■ Data from the additional assessments are to be used to formulate the student's
- 52 AIP.

1  
2 Any student who exhibits a substantial deficiency in reading, based upon locally  
3 determined assessments, statewide assessments conducted in Kindergarten or  
4 Grades 1, 2, or 3 must be given intensive reading instruction immediately  
5 following the identification of the reading deficiency.  
6

7 Beginning with the 2002-2003 school year, if the student has been identified as  
8 having a deficiency in reading, the AIP shall identify the student's specific areas  
9 of deficiency in phonemic awareness, phonics, fluency, comprehension, and  
10 vocabulary; the desired levels of performance in these areas; and the  
11 instructional and support services to be provided to meet the desired levels of  
12 performance. Schools shall also provide for the frequent monitoring of the  
13 student's progress. FS 1008.25(4)(b).  
14

- 15 ■ Diagnosis and remediation will occur as soon as possible after a student has  
16 been identified as deficient in reading, writing, mathematics, and/ or science  
17 upon completion of science proficiency levels by the state per FS 1008.25(4)(a).  
18
- 19 ■ If the student identification occurs during the fourth marking period, the diagnosis  
20 will be made at the beginning of the following school year with remediation  
21 immediately following.  
22

23 If the documented deficiency is not remediated according to the AIP, the student may  
24 be retained.  
25

26 **Diagnostic assessments may include, but are not limited to:**

- 27 ■ teacher assessments
- 28 ■ text/placement tests
- 29 ■ Osceola Writes
- 30 ■ reading running records
- 31 ■ diagnostic software
- 32 ■ STAR Reading
- 33 ■ STAR Math
- 34 ■ DRA
- 35 ■ DAR
- 36 ■ ERDA
- 37 ■ DIBELS
- 38 ■ GRADE (Amended 07-01-04).  
39

40 Intensive instruction is usually associated with the following:

- 41 ■ diagnostic/ prescription
- 42 ■ targeted to specific skill development
- 43 ■ variety of opportunities for repetitions (repeated exposure)
- 44 ■ smaller chunks of text or content
- 45 ■ guided and independent practice
- 46 ■ skill development and practice integrated into all activities
- 47 ■ frequent monitoring
- 48 ■ criterion-based evaluation of success  
49

50 Students in grades K-5 whose performance in reading, writing, mathematics, and/ or  
51 science requires remediation **must** have an AIP or comparable individual academic  
52 plan.



intense remedial instruction in reading and/or mathematics is provided based on the student's deficiencies.

- If the LEP student still has not made satisfactory progress after implementing the academic improvement plan for at least 27 weeks, the LEP committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, number of years in the U.S., current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

### 3. Gifted Students

For a gifted student who is performing below grade level, it is not appropriate to develop an AIP. Accommodations and/or interventions are to be addressed through the Gifted Educational Plan (GEP) process.

### 4. Students with Disabilities –Academic Improvement Plan Process

- a. **504 Students** Amended 07-01-04  
An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics.
- b. **ESE Students – Academic Improvement Plan Process**

#### 34 Code of Federal Regulations Section 300.347

- (a) The IEP for each child with a disability must include:
  - (1) A statement of measurable annual goals, including benchmarks or short-term objectives, related to—
    - (2)(I) Meeting the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum.

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the IEP Committee must be convened to revisit the IEP. The goals and objectives on the student's IEP **must** address **all** of the student's educational deficiencies, including the student's below-grade-level performance. The deficiencies must be addressed by developing specific goals and objectives that directly correlate to **all** areas of deficiency.

In addition, the IEP Committee must also consider developing an AIP to address the student's educational needs in reading, writing, mathematics, and/ or science. The AIP should also be developed with the involvement of the parent(s)/guardian(s).

### E. Remediation and Retention Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07-15-03, and 07-01-04

Students in grades K-5 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/ or science (once science proficiency levels

1 are set by the State) **must** receive remediation or be retained with an intensive program that  
 2 is different from the previous year's program and takes into account the student's learning  
 3 style. However, students whose test scores and classroom performance indicate that they  
 4 are almost at grade level may be promoted with close monitoring or promoted with an AIP.

5  
 6 Students in kindergarten or grade 1, grade 2, or grade 3 who exhibit a substantial deficiency  
 7 in reading must be given intensive reading instruction. The student's reading proficiency  
 8 must be reassessed at the beginning of the next year, and intensive reading instruction must  
 9 continue until the reading deficiency is remedied. FS 1008.25(5)(a).

10  
 11 The following options are available for students who have not met the levels of performance  
 12 for student progression:

- 13
- 14       ▪ remediate before the beginning of the next school year and promote,
- 15       ▪ promote and remediate during the following year with more intensive intervention
- 16             and remediation strategies identified in the revised Academic Improvement Plan,
- 17       ▪ retain and remediate using an alternative program of instructional delivery.

18  
 19 An appropriate placement, which differs from the present placement, must be considered for  
 20 a student who has been retained two or more years, FS 1008.25(2)(b).

21  
 22 The principal, upon written authority from the Superintendent, may promote a student who  
 23 has been previously retained if the principal determines that standards have been met and  
 24 the student will be able to benefit from instruction at the higher grade. If the placement  
 25 involves a new school, the assignment will occur at the time agreed upon by both the  
 26 sending and receiving principal. Amended 6/15/99

### 27 **Mandatory Retention**

28 No student may be assigned to a grade level based solely on age or other factors that  
 29 constitute social promotion. FS 1008.25 (6)(a) Adopted 6/19/01

30  
 31 Beginning with the 2002-2003 school year, students who do not score at Level 2 or higher  
 32 on the statewide assessment test in reading for Grade 3 **must** be retained unless he or she  
 33 is exempt from mandatory retention for good cause. (See Exemption From Mandatory  
 34 Retention (Good Cause) in Grade 3.) Adopted 07/01/02

35  
 36  
 37 If a student transfers after the administration of the FCAT in Grade 3, it is up to the district to  
 38 assess the student's reading proficiency at the end of the year to determine if the student  
 39 needs to repeat Grade 3.

40  
 41 Retention decisions will not be made on a single test score. Adopted 6/19/01

### 42 **F. Exemption from Mandatory Retention (Good Cause) in Grade 3**

43 Adopted 07/01/02, Amended 07-15-03, Amended 07-01-04

44  
 45  
 46 1. **Good cause exemptions** shall be limited to the following:

- 47
- 48       • Limited English proficient students who have had less than 2 years of instruction
- 49             in an English for Speakers of Other Languages program;

- 1 • Students with disabilities whose individual education plan indicates that  
2 participation in the statewide assessment program is not appropriate, consistent  
3 with the requirements of State Board of Education rule;  
4
- 5 • Students who demonstrate an acceptable level of performance on an alternative  
6 standardized reading assessment approved by the State Board of Education;  
7
- 8 • Students who demonstrate, through a student portfolio, that the student is  
9 reading on grade level as evidenced by demonstration of mastery of the  
10 Sunshine State Standards in reading equal to at least a Level 2 performance on  
11 the FCAT;  
12
- 13 • Students with disabilities who participate in the FCAT and who have an individual  
14 education plan or a Section 504 plan that reflects that the student has received  
15 the intensive remediation in reading for more than 2 years but still demonstrates  
16 a deficiency in reading and was previously retained in kindergarten, grade 1,  
17 grade 2, grade 3; OR  
18
- 19 • Students who have received the intensive remediation in reading for 2 or more  
20 years but still demonstrate a deficiency in reading and who were previously  
21 retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years.  
22 Intensive reading instruction for students so promoted must include an altered  
23 instructional day based upon an academic improvement plan that includes  
24 specialized diagnostic information and specific reading strategies for each  
25 student. The district school board shall assist schools and teachers to implement  
26 reading strategies that research has shown to be successful in improving reading  
27 among low performing readers.  
28

29 **2. Requests for good cause exemptions** for students from the mandatory retention  
30 requirement shall be made consistent with the following:  
31

- 32 • Documentation shall be submitted from the student's teacher to the school  
33 principal that indicates that the promotion of the student is appropriate and is  
34 based upon the student's academic record. In order to minimize paperwork  
35 requirements, such documentation shall consist only of the existing academic  
36 improvement plan, individual educational plan, if applicable, report card, or  
37 student portfolio.  
38
- 39 • The State Board of Education adopted the following student portfolio guidelines  
40 on January 21, 2003. To be accepted as meeting the portfolio option for  
41 demonstrating mastery of the required reading skills, the student portfolio  
42 contents must:  
43
  - 44 ▪ be selected by the student's teacher;
  - 45 ▪ be an accurate picture of the student's ability and only include work that has  
46 been independently produced in the classroom;
  - 47 ▪ include evidence that the benchmarks assessed by Grade 3 FCAT-SSS  
48 Reading have been met:
    - 49 • This evidence includes multiple-choice items and passages that are  
50 appropriately 60% literary text and 40% information text, and that are  
51 between 100-700 words with an average of 350 words.
    - 52 • Such evidence could include:

- 1                   ○ chapter or unit tests from the district's/ school's adopted core reading  
2 curriculum that are aligned with the Sunshine State Standards or  
3                   ○ teacher-prepared assessments that are aligned with the Sunshine  
4 State Standards.
- 5                   ▪ be an organized collection of evidence of the student's mastery of the  
6 Sunshine State Standards Benchmarks for language arts that are assessed  
7 by Grade 3 FCAT-SSS Reading. For each benchmark, there must be at least  
8 five (5) examples of mastery as demonstrated by a grade of "C" or above;  
9                   ▪ be signed by the teacher and the principal as an accurate assessment of the  
10 required reading skills.
- 11
- 12                   • The school principal shall review and discuss such recommendation with the  
13 teacher and make the determination as to whether the student should be  
14 promoted or retained. If the school principal determines that the student should  
15 be promoted, the school principal shall make such recommendation in writing to  
16 the District Superintendent. The District Superintendent shall accept or reject the  
17 school principal's recommendation in writing.
- 18
- 19                   • Each school shall provide written notification to the parent of any 3<sup>rd</sup> grade  
20 student who is retained that his or her child has not met requirements for  
21 promotion and the reasons the child is not eligible for a good cause exemption.  
22 The notification must include a description of proposed interventions and  
23 supports that will be provided to the child. FS 1008.25(7)(b)3.
- 24
- 25                   • Third grade students who are retained must be provided intensive interventions  
26 in reading to ameliorate the specific reading deficiency, as identified by a valid  
27 and reliable diagnostic assessment. The intensive interventions must include:  
28 effective instructional practices; participation in the District's summer camp; and  
29 appropriate teaching methodologies. FS 1008.25(7)(a).
- 30
- 31                   • Each school will conduct a review of AIP's for all retained 3<sup>rd</sup> grade students who  
32 did not score above Level 1 on the FCAT Reading and did not meet one of the  
33 good cause exemptions, and shall address additional supports and services  
34 needed to remediate the deficiency. FS 1008.25(7)(b)1.
- 35
- 36                   • A student portfolio will be completed for each retained 3<sup>rd</sup> grade student.  
37 FS 1008.25(7)(b)1.
- 38
- 39                   • Retained 3<sup>rd</sup> grade students must be provided with intensive instructional  
40 services and supports to remediate the identified area of reading deficiency  
41 including a minimum of 90 minutes of daily, uninterrupted, scientifically research-  
42 based reading instruction and other strategies which may include, but not limited  
43 to: small group instruction; reduced teacher-student ratios; more frequent  
44 progress monitoring; tutoring or mentoring; transition classes containing 3<sup>rd</sup> and  
45 4<sup>th</sup> grade students; extended school day, week, or year; and/or summer reading  
46 camps.  
47 FS 1008.25(7)(b)2.
- 48
- 49                   • Retained 3<sup>rd</sup> grade students will be provided a high-performing teacher as  
50 determined by student performance data and above satisfactory performance  
51 appraisals. FS 1008.25(7)(b)5.
- 52

- 1 • The District shall report to the State Board of Education, as requested, on the  
2 specific intensive reading interventions and supports that were provided to 3<sup>rd</sup>  
3 grade students who scored Level 1 on the Reading FCAT and were retained.  
4 FS 1008.25(7)(b)9.  
5
- 6 • Retained 3<sup>rd</sup> grade students who can demonstrate that he or she is a successful  
7 independent reader, reading at or above grade level, and ready to be promoted  
8 to grade 4 may be promoted mid-year after careful evaluation by the principal.  
9 Evaluating any retained 3<sup>rd</sup> grade student may include subsequent assessments,  
10 alternative assessments, and portfolio reviews in accordance with rules of the  
11 State Board of Education. Students promoted during the school year after  
12 November 1 must demonstrate proficiency above that required to score at Level  
13 2 on the grade 3 FCAT as determined by the State Board. FS 1008.25(7)(b)4.  
14
- 15 • Retained 3<sup>rd</sup> grade students who have received intensive instructional services  
16 but are still not ready for grade promotion must be offered the option of being  
17 placed in a transitional instructional setting. Such a setting shall specifically be  
18 designed to produce learning gains sufficient to meet grade 4 performance  
19 standards while continuing to remediate the areas of reading deficiency. FS  
20 1008.25(7)(b)10.  
21
- 22 • Retained 3<sup>rd</sup> grade students will be provided at least one of the following  
23 instructional options: supplemental tutoring in research-based reading services;  
24 a “Read at Home” plan outlined in a parental contract, including participation in  
25 “Families Building Better Readers Workshops” and regular parent-guided home  
26 reading; and/or a mentor or tutor with specialized reading training.  
27 FS 1008.25(7)(b)6  
28
- 29 • An Intensive Acceleration Class (IAC) will be provided to any student in grade 3  
30 who scored at Level 1 on the reading portion of the FCAT and who was retained  
31 in grade 3 the prior year. The IAC must: have a reduced teacher-student ratio;  
32 provide uninterrupted reading instruction for the majority of student contact time  
33 each day and incorporate opportunities to master the grade 4 Sunshine State  
34 Standards in other core subject areas; use a reading program that is scientifically  
35 research-based and has proven results in accelerating student learning  
36 achievement within the same school year; provide research-based intensive  
37 language and vocabulary instruction, including possible use of a speech  
38 language therapist; and weekly progress monitoring measures (which can be  
39 informal classroom assessments). FS 1008.25(7)(b)8. The progress of students  
40 in the IAC will be reported to the Department of Education at the end of the first  
41 semester. To implement this requirement the administration of the grade 3  
42 probes from the Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)  
43 along with the Progress Monitoring and Reporting Network (PMRN) will be  
44 required for these students. FS 1008.25(7)(b)8g.  
45

#### 46 **G. Attendance for Promotion Grades K-5**

- 47 1. Students, to include LEP students, who miss more than fifteen (15) days per  
48 semester will **not** be promoted except as follows:  
49
  - 50
  - 51 ▪ If medical evidence is presented to the principal from a competent medical  
52 authority to excuse absences in excess of fifteen (15) days.

- Extenuating circumstances as determined by the principal based on recommendations of teachers, counselors, or Student Services workers.

2. School activities shall not be counted as absences. Assigned work shall be turned in on the day indicated by the teacher.

## H. Retention – Special Program Considerations

### 1. LEP Students

Revised 6/27/00

- An LEP student may be retained when there is lack of academic progress in grade level concepts.
- The LEP committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian shall be invited to attend.
- The teacher(s) must show extensive documentation of the ESOL strategies used to provide the student with understandable instruction.
- The reason for retention **must not imply** the student needs an extra year to learn English or that the under-performance is due to the child's limited English proficiency.

### 2. Students with Disabilities

#### a. 504 Students Amended 07-01-04

A student with a 504 Plan must meet the district levels of performance.

#### b. ESE Students

A student enrolled in ESE **must** meet the district performance levels **unless** their IEP includes documentation that the student is unable to meet the levels of performance, such as:

- the student's demonstrated cognitive ability and behavior prevent the student from completing required classwork and achieving the Sunshine State Standards even with appropriate and allowable classwork accommodations,
- the student is unable to apply or use academic skills at a minimal competency level in the home or community.

A student enrolled in the ESE program(s) is considered to have met promotion requirements when they have achieved the appropriate instructional goals of the curriculum specified on their IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher.

Below are some of the factors that the IEP team may consider:

- previous retention history,
- current goals and objectives on the student's IEP,
- social/emotional behavior,
- attendance,

- placement and a possible change in the current placement,
- grades,
- current modifications/accommodations/services.

When a retained student is being considered for promotion after the school year begins and involves attendance at another school (for example, from elementary to middle school) such promotion shall be made only at the beginning of the school year, if the sending and receiving principals agree that a promotion during the school year is in the best interest of the student and is approved by the Superintendent. Amended 07-15-03

Retention of exceptional students shall be limited to one year in the elementary school grades unless otherwise determined by an Individual Education Planning (IEP) team. Amended 7/21/98

## I. Remediation Programs Amended 07-15-03

### 1. Program Description

Remediation must be based on the results of diagnostic assessment(s) and it must be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on both the diagnosis and the contents of the AIP or other educational plan(s) (e.g., IEP, LEP Plan). Remediation must include an instructional program that is not identical to that provided during the previous school year.

Remedial and supplemental instructional resources must be allocated as follows: First, to students who are deficient in reading by the end of grade 3, and second to students who fail meet performance levels required for promotion. FS 1008.25(3).

The AIP must include one or more of the following instructional intervention strategies:

- tutoring
- classroom organization
- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- before/ after school instruction
- summer school
- other (see Florida Statute 1008.25).

#### 1008.25 Public school student progression; remedial instruction; reporting requirements.--

(1) INTENT.--It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

(2) COMPREHENSIVE PROGRAM.--Each district school board shall establish a comprehensive program for student progression which must include:

(a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

1 (b) Specific levels of performance in reading, writing, science, and mathematics for each grade  
 2 level, including the levels of performance on statewide assessments as defined by the  
 3 commissioner, below which a student must receive remediation, or be retained within an intensive  
 4 program that is different from the previous year's program and that takes into account the student's  
 5 learning style.

6 (c) Appropriate alternative placement for a student who has been retained 2 or more years.

7 (3) ALLOCATION OF RESOURCES.--District school boards shall allocate remedial and  
 8 supplemental instruction resources to students in the following priority:

9 (a) Students who are deficient in reading by the end of grade 3.

10 (b) Students who fail to meet performance levels required for promotion consistent with the district  
 11 school board's plan for student progression required in paragraph (2)(b).

12 (4) ASSESSMENT AND REMEDIATION.--

13 (a) Each student must participate in the statewide assessment tests required by s. 1008.22. Each  
 14 student who does not meet specific levels of performance as determined by the district school  
 15 board in reading, writing, science, and mathematics for each grade level, or who does not meet  
 16 specific levels of performance as determined by the commissioner on statewide assessments at  
 17 selected grade levels, must be provided with additional diagnostic assessments to determine the  
 18 nature of the student's difficulty and areas of academic need.

19 (b) The school in which the student is enrolled must develop, in consultation with the student's  
 20 parent, and must implement an academic improvement plan designed to assist the student in  
 21 meeting state and district expectations for proficiency. Beginning with the 2002-2003 school year, if  
 22 the student has been identified as having a deficiency in reading, the academic improvement plan  
 23 shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency,  
 24 comprehension, and vocabulary; the desired levels of performance in these areas; and the  
 25 instructional and support services to be provided to meet the desired levels of performance.  
 26 Schools shall also provide for the frequent monitoring of the student's progress in meeting the  
 27 desired levels of performance. District school boards shall assist schools and teachers to implement  
 28 research-based reading activities that have been shown to be successful in teaching reading to low-  
 29 performing students. Remedial instruction provided during high school may not be in lieu of English  
 30 and mathematics credits required for graduation.

31 (c) Upon subsequent evaluation, if the documented deficiency has not been remediated in  
 32 accordance with the academic improvement plan, the student may be retained. Each student who  
 33 does not meet the minimum performance expectations defined by the Commissioner of Education  
 34 for the statewide assessment tests in reading, writing, science, and mathematics must continue to  
 35 be provided with remedial or supplemental instruction until the expectations are met or the student  
 36 graduates from high school or is not subject to compulsory school attendance.

37 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

38 (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any  
 39 student who exhibits a substantial deficiency in reading, based upon locally determined or statewide  
 40 assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher  
 41 observations, must be given intensive reading instruction immediately following the identification of  
 42 the reading deficiency. The student's reading proficiency must be reassessed by locally determined  
 43 assessments or through teacher observations at the beginning of the grade following the intensive

1 reading instruction. The student must continue to be provided with intensive reading instruction until  
2 the reading deficiency is remedied.

3 (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in  
4 paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or  
5 higher on the statewide assessment test in reading for grade 3, the student must be retained.

6 (c) The parent of any student who exhibits a substantial deficiency in reading, as described in  
7 paragraph (a), must be notified in writing of the following:

8 1. That his or her child has been identified as having a substantial deficiency in reading.

9 2. A description of the current services that are provided to the child.

10 3. A description of the proposed supplemental instructional services and supports that will be  
11 provided to the child that are designed to remediate the identified area of reading deficiency.

12 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be  
13 retained unless he or she is exempt from mandatory retention for good cause.

14 5. Strategies for parents to use in helping their child succeed in reading proficiency.

15 6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of  
16 promotion and that additional evaluations, portfolio reviews, and assessments are available to the  
17 child to assist parents and the school district in knowing when a child is reading at or above grade  
18 level and ready for grade promotion.

19 7. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means  
20 promotion of a retained student at any time during the year of retention once the student has  
21 demonstrated ability to read at grade level.

22 (6) ELIMINATION OF SOCIAL PROMOTION.--

23 (a) No student may be assigned to a grade level based solely on age or other factors that  
24 constitute social promotion.

25 (b) The district school board may only exempt students from mandatory retention, as provided in  
26 paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:

27 1. Limited English proficient students who have had less than 2 years of instruction in an English  
28 for Speakers of Other Languages program.

29 2. Students with disabilities whose individual education plan indicates that participation in the  
30 statewide assessment program is not appropriate, consistent with the requirements of State Board  
31 of Education rule.

32 3. Students who demonstrate an acceptable level of performance on an alternative standardized  
33 reading assessment approved by the State Board of Education.

34 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level  
35 as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at  
36 least a Level 2 performance on the FCAT.

37 5. Students with disabilities who participate in the FCAT and who have an individual education plan  
38 or a Section 504 plan that reflects that the student has received the intensive remediation in

1 reading, as required by paragraph (4)(b), for more than 2 years but still demonstrates a deficiency  
2 in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

3 6. Students who have received the intensive remediation in reading as required by paragraph  
4 (4)(b) for 2 or more years but still demonstrate a deficiency in reading and who were previously  
5 retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading  
6 instruction for students so promoted must include an altered instructional day based upon an  
7 academic improvement plan that includes specialized diagnostic information and specific reading  
8 strategies for each student. The district school board shall assist schools and teachers to implement  
9 reading strategies that research has shown to be successful in improving reading among low  
10 performing readers.

11 (c) Requests for good cause exemptions for students from the mandatory retention requirement as  
12 described in subparagraphs (b)3. and 4. shall be made consistent with the following:

13 1. Documentation shall be submitted from the student's teacher to the school principal that  
14 indicates that the promotion of the student is appropriate and is based upon the student's academic  
15 record. In order to minimize paperwork requirements, such documentation shall consist only of the  
16 existing academic improvement plan, individual educational plan, if applicable, report card, or  
17 student portfolio.

18 2. The school principal shall review and discuss such recommendation with the teacher and make  
19 the determination as to whether the student should be promoted or retained. If the school principal  
20 determines that the student should be promoted, the school principal shall make such  
21 recommendation in writing to the district school superintendent. The district school superintendent  
22 shall accept or reject the school principal's recommendation in writing.

23 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

24  
25 (a) Students retained under the provisions of paragraph (5)(b) must be provided intensive  
26 interventions in reading to ameliorate the student's specific reading deficiency, as identified by a  
27 valid and reliable diagnostic assessment. This intensive intervention must include effective  
28 instructional strategies, participation in the school district's summer reading camp, and appropriate  
29 teaching methodologies necessary to assist those students in becoming successful readers, able to  
30 read at or above grade level, and ready for promotion to the next grade.

31  
32 (b) Beginning with the 2004-2005 school year, each school district shall:

33  
34 1. Conduct a review of student academic improvement plans for all students who did not score  
35 above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good  
36 cause exemptions in paragraph (6)(b). The review shall address additional supports and services,  
37 as described in this subsection, needed to remediate the identified areas of reading deficiency. The  
38 school district shall require a student portfolio to be completed for each such student.

39  
40 2. Provide students who are retained under the provisions of paragraph (5)(b) with intensive  
41 instructional services and supports to remediate the identified areas of reading deficiency, including  
42 a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction  
43 and other strategies prescribed by the school district, which may include, but are not limited to:

- 44 a. Small group instruction.  
45 b. Reduced teacher-student ratios.  
46 c. More frequent progress monitoring.  
47 d. Tutoring or mentoring.  
48 e. Transition classes containing 3rd and 4th grade students.

1 f. Extended school day, week, or year.

2 g. Summer reading camps.

3  
4 3. Provide written notification to the parent of any student who is retained under the provisions of  
5 paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and  
6 the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b).  
7 The notification must comply with the provisions of s. 1002.20(14) and must include a description of  
8 proposed interventions and supports that will be provided to the child to remediate the identified  
9 areas of reading deficiency.

10  
11 4. Implement a policy for the mid-year promotion of any student retained under the provisions of  
12 paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader,  
13 reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts  
14 may use in reevaluating any student retained may include subsequent assessments, alternative  
15 assessments, and portfolio reviews, in accordance with rules of the State Board of Education.  
16 Students promoted during the school year after November 1 must demonstrate proficiency above  
17 that required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of  
18 Education. The State Board of Education shall adopt standards that provide a reasonable  
19 expectation that the student's progress is sufficient to master appropriate 4th grade level reading  
20 skills.

21  
22 5. Provide students who are retained under the provisions of paragraph (5)(b) with a high-  
23 performing teacher as determined by student performance data and above-satisfactory  
24 performance appraisals.

25  
26 6. In addition to required reading enhancement and acceleration strategies, provide parents of  
27 students to be retained with at least one of the following instructional options:

28  
29 a. Supplemental tutoring in scientifically research-based reading services in addition to the regular  
30 reading block, including tutoring before and/or after school.

31  
32 b. A "Read at Home" plan outlined in a parental contract, including participation in "Families  
33 Building Better Readers Workshops" and regular parent-guided home reading.

34  
35 c. A mentor or tutor with specialized reading training.

36  
37 7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus  
38 of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive  
39 accelerated reading instruction to grade 3 students who failed to meet standards for promotion to  
40 grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ  
41 Initiative shall:

42  
43 a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment  
44 system used in Reading First schools. The assessment must measure phonemic awareness,  
45 phonics, fluency, vocabulary, and comprehension.

46 b. Be provided during regular school hours in addition to the regular reading instruction.

47 c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for  
48 Reading Research at Florida State University and meets, at a minimum, the following  
49 specifications:

50  
51 (l) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at  
52 grade level.

1 (II) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and  
2 comprehension.

3 (III) Provides scientifically based and reliable assessment.

4 (IV) Provides initial and ongoing analysis of each student's reading progress.

5 (V) Is implemented during regular school hours.

6 (VI) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting  
7 proficiency levels for the appropriate grade in all academic subjects.

8  
9 8. Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3  
10 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the  
11 Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in  
12 one school year. The Intensive Acceleration Class shall:

13  
14 a. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT  
15 and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion  
16 of the FCAT.

17 b. Have a reduced teacher-student ratio.

18 c. Provide uninterrupted reading instruction for the majority of student contact time each day and  
19 incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject  
20 areas.

21 d. Use a reading program that is scientifically research-based and has proven results in  
22 accelerating student reading achievement within the same school year.

23 e. Provide intensive language and vocabulary instruction using a scientifically research-based  
24 program, including use of a speech language therapist.

25 f. Include weekly progress monitoring measures to ensure progress is being made.

26 g. Report to the Department of Education, in the manner described by the department, the progress  
27 of students in the class at the end of the first semester.

28  
29 9. Report to the State Board of Education, as requested, on the specific intensive reading  
30 interventions and supports implemented at the school district level. The Commissioner of  
31 Education shall annually prescribe the required components of requested reports.

32  
33 10. Provide a student who has been retained in grade 3 and has received intensive instructional  
34 services but is still not ready for grade promotion, as determined by the school district, the option of  
35 being placed in a transitional instructional setting. Such setting shall specifically be designed to  
36 produce learning gains sufficient to meet grade 4 performance standards while continuing to  
37 remediate the areas of reading deficiency.

38  
39 (8) ANNUAL REPORT.--

40 (a) In addition to the requirements in paragraph (5)(b), each district school board must annually  
41 report to the parent of each student the progress of the student toward achieving state and district  
42 expectations for proficiency in reading, writing, science, and mathematics. The district school board  
43 must report to the parent the student's results on each statewide assessment test. The evaluation of  
44 each student's progress must be based upon the student's classroom work, observations, tests,  
45 district and state assessments, and other relevant information. Progress reporting must be provided  
46 to the parent in writing in a format adopted by the district school board.

47 (b) Beginning with the 2001-2002 school year, each district school board must annually publish in  
48 the local newspaper, and report in writing to the State Board of Education by September 1 of each  
49 year, the following information on the prior school year:

1 1. The provisions of this section relating to public school student progression and the district school  
2 board's policies and procedures on student retention and promotion.

3 2. By grade, the number and percentage of all students in grades 3 through 10 performing at  
4 Levels 1 and 2 on the reading portion of the FCAT.

5 3. By grade, the number and percentage of all students retained in grades 3 through 10.

6 4. Information on the total number of students who were promoted for good cause, by each  
7 category of good cause as specified in paragraph (6)(b).

8 5. Any revisions to the district school board's policy on student retention and promotion from the  
9 prior year.

10 (9) STATE BOARD AUTHORITY AND RESPONSIBILITIES.--

11 (a) The State Board of Education shall have authority as provided in s. 1008.32 to enforce this  
12 section.

13 (b) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the  
14 administration of this section.

15 (9) TECHNICAL ASSISTANCE.--The department shall provide technical assistance as needed to  
16 aid district school boards in administering this section.

17 **History.**--s. 371, ch. 2002-387; s. 8, ch. 2003-118.

18  
19 **2. K-5 Continuous Progress Program**

20 The K-5 Continuous Progress Program provides immediate and ongoing assistance  
21 to students throughout the school year as needed. The K-5 Continuous Progress  
22 Program is designed to assist students in achieving adequate progress in the  
23 education program. The eligibility criteria for student participation in grades K-5 may  
24 include any combination of the following:

- 25 ▪ teacher recommendation,
- 26 ▪ participation necessary to maintain continuous academic
- 27 progress,
- 28 ▪ score within Achievement Level 1 or 2 on FCAT-SSS,
- 29 ▪ score in the lowest quartile of the FCAT-SSS,
- 30 ▪ score below the 25<sup>th</sup> percentile on SAT-9 or FCAT-NRT, **or**
- 31 ▪ in the case of a student with disabilities enrolled in ESE,
- 32 recommendation of the IEP team. Adopted 07/01/02

33  
34 **3. READ Initiative (Adopted 07-01-04)**

35 A Reading Enhancement and Acceleration Development (READ) Initiative will be  
36 offered to prevent retention and to offer intensive accelerated reading instruction to  
37 grade 3 or grade 3+ students who failed meet standards for promotion to grade 4,  
38 and to each K-3 student who is assessed as exhibiting a reading deficiency. The  
39 READ Initiative shall: be provided to all K-3 students at risk of retention as identified  
40 by an assessment system that measures phonemic awareness, phonics, fluency,  
41 vocabulary, and comprehension; be provided during regular school hours in addition  
42 to the regular reading instruction; and use a state-identified reading curriculum. The  
43 READ initiative must also provide a curriculum in core academic subjects to assist  
44 the student in maintaining or meeting proficiency levels for the appropriate grade in  
45 all academic subjects. FS 1008.25(7)(b)7.

1  
2 **J. Summer School**  
3

4 **1. LEP Students**

5 All categories of Limited English Proficient (LEP) students in grades K-5 , including  
6 Limited English Proficient (LEP) students are eligible to attend Summer School for  
7 either academic or language maintenance needs, provided the services are rendered  
8 at the school. The following requirements must be met:

- 9     ▪ The need for summer school attendance must be documented in  
10     the student’s individual LEP Plan.
- 11     ▪ The specific academic or language maintenance needs of the  
12     student must be listed in the student’s individual LEP Plan.
- 13     ▪ The student’s LEP Plan will serve as the summer school LEP  
14     Plan.

15  
16 **2. ESE Students**

17 The determination of Extended School Year (ESY) services is a decision of the  
18 Individual Educational Planning team and should be provided for the student if the  
19 skills learned during the school year will significantly jeopardized through regression  
20 without them. Adopted 6/27/00

21  
22 **3. Home Education Students**

23 Home education students may participate in summer school if it is available and if  
24 they meet the same eligibility requirements as established for all regularly attending  
25 students.

26  
27 Students who expect to earn Summer School credit in a home education program  
28 must register with the Superintendent by the end of the first grading period (second  
29 week) of summer school.

30  
31 **4. Summer Reading Camp (Adopted 07-01-04)**

32 Beginning April 2003, school districts were directed by the Department of Education  
33 to provide a “research-based intensive summer reading activities for all students who  
34 have failed to meet third grade promotion standards. Such reading camps should be  
35 available to all third grade students who score Level 1 on the reading portion of the  
36 Florida Comprehensive Assessment Test (FCAT) and focus on intensive intervention  
37 in reading.”

38  
39 Priority should be given to students who are deficient in reading by the end of Grade  
40 3. The next priority is to serve students in other grade levels who fail to meet  
41 performance levels required for promotion as outlined in the Student Progression  
42 Plan.  
43

1 **IV. REPORTING STUDENT PROGRESS**

2  
3 **A. Parent(s)/Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04

5  
6 Florida Statute 1008.25(7)(a) specifies that the district school board must  
7 annually report to the parent of each student the progress of the student  
8 towards achieving state and district expectations for proficiency in reading,  
9 writing, science and mathematics, including the student's results on each  
10 statewide assessment test. The evaluation of each student's progress must  
11 be based upon the student's classroom work, observations, tests, district and  
12 state assessments, and other relevant information. Progress reporting must  
13 be provided to the parent in writing in the format adopted by the district  
14 school board. No one test with a single administration should determine  
15 promotion or retention. The preponderance of evidence from evaluations  
16 should be used to determine if a student is ready for the work of the next  
17 grade.

18 Florida Statute 1008.25(5)(c) specifies that beginning with the 2002-2003  
19 school year, the parent of any student in K-3 who exhibits a substantial  
20 deficiency in reading must be notified in writing immediately of the following:

- 21       ▪ That his or her child has been identified as having a substantial  
22       deficiency in reading and state the exact nature of the difficulty
- 23       ▪ A description of the current services that are provided to the child
- 24       ▪ A description of the proposed supplemental instructional services  
25       and supports that will be provided to the child that are designed to  
26       remediate the identified area of reading deficiency.
- 27       ▪ That if the child's reading deficiency is not remediated by the end  
28       of Grade 3, the child must be retained unless he or she is exempt  
29       from mandatory retention for good cause.
- 30       ▪ Strategies for parents to use in helping their child succeed in  
31       reading proficiency.
- 32       ▪ That the FCAT is not the sole determiner of promotion.
- 33       ▪ That additional evaluations, portfolio reviews, and assessments  
34       are available
- 35       ▪ And the District's specific criteria and policies for mid-year  
36       promotion.

37  
38 **B. Report Cards** Amended 07-15-03

39 Florida Statute 1003.33(1) requires that district report cards for all  
40 elementary school students must clearly grade or mark:

- 41       ▪ the student's academic performance in each class or course in  
42       grades 1-12 (based upon examinations as well as written



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

- examinations (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations);
- alternative methods (portfolios and performance assessment).

2. The teacher will record a sufficient number of grades/marks to justify the marking-period grade/mark. A marking-period grade is not based solely on a single project. Passing grades on report cards indicate that the student is working within a range acceptable for the grade or subject, unless the subject is clearly identified as remedial.
3. To receive a report card a student shall have been enrolled in school at least  $\frac{1}{2}$  of the forty-five day grading period as established by the official school calendar. If an elementary student is enrolled for less than one-half ( $\frac{1}{2}$ ) of the forty-five day grading period, a report card shall be issued, but a grade is not required. The report card needs to reflect the date of entry and attendance record. If a student withdraws, he shall be issued a grade on the withdrawal form as of the date of withdrawal. Amended 7/2/96 & 6/27/00
4. Students are to receive grades in all subjects in which they have received instruction that grading period.
5. Change of Grades

Once a grade has been entered into a report card or electronically entered into a system for the preparation of report cards, then any and all grade changes should be made as follows:

REQUEST BY TEACHER FOR GRADE CHANGE:

- If the teacher who has made, entered or reported the grade feels it necessary to change the grade, he or she must submit a request in writing to the principal for a grade change.
- Whether the basis for the change is a mistake at the time of entry, or reconsideration of the assessment materials and evaluative sources, the teacher shall demonstrate in the writing the rationale, basis and support for the grade as intended to be entered on the change.
- The principal shall consider the request made by the teacher, and meet with the teacher as the principal deems necessary, and determine whether to make the change as requested.
- The principal shall determine the request in writing and provide a written explanation as to the basis for the determination to the requesting teacher.
- Following the direction of the principal, the grade may be changed or left unchanged. Only if directed by the written notification of the principal, may the teacher entered grade be changed.
- Should a change in grade be directed after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade

change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- If a Principal considers changing a report card grade made, entered or reported by a teacher, he or she must report in writing to the teacher that he or she is considering a student report card grade change.
- The teacher will be afforded an opportunity in writing to present the rationale, basis and explanation for the grade as was entered.
- The principal shall consider the teacher’s written support in making the grade.
- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher’s objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and parent(s)/or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

**D. Description and Definition of Marks** Amended 07-15-03

Schools shall adhere to the following evaluation plan for grading and reporting student progress. The same evaluation plan applies to Limited English Proficient (LEP).

Amended 6/15/99, 6/27/00, & 6/19/01

**Kindergarten – Grade 5**

- + Demonstrates Consistently
  - / Learning and Developing
  - Area of Concern
  - \* Working Below Grade Level
  - # ESE Modified Curriculum
  - < ESE/ ESOL Accommodations
- Amended 07-15-03, 07-01-04

**Grades 1-2**

Reading, mathematics, language/writing, science, and social studies will be evaluated using the following criteria:

|   |                   |
|---|-------------------|
| O | Outstanding       |
| S | Satisfactory      |
| N | Needs Improvement |

**Grades 3-5**

Effective July 1, 2001, Grades 3-5 will be given corresponding letter grades in subject areas of reading, language/writing, science, social studies, and mathematics using the scale below: Amended 6/19/01

| <u>Grade</u> | <u>Percent</u> | <u>Definition</u>          |
|--------------|----------------|----------------------------|
| A            | 90-100         | outstanding progress       |
| B            | 80-89          | above average progress     |
| C            | 70-79          | adequate progress          |
| D            | 60-69          | lowest acceptable progress |
| F            | 0-59           | failure                    |
| I            | 0              | incomplete                 |

If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F." At the teacher's discretion a longer period of time may be allowed for make up work.

For **Special Area classes in grades K-5**, the following grading scale may be used: Amended 6/30/92 & Amended 6/27/95

|   |                   |
|---|-------------------|
| O | Outstanding       |
| S | Satisfactory      |
| N | Needs Improvement |

**F. Guidelines for Grading and Reporting Academic Progress of LEP Students**

Revised 6/27/00

The course grade and academic progress of LEP students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.

If there is a continued pattern of failure in classroom performance and assessments, the LEP committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an LEP student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.

The following documentation needs to be in the student permanent records:

- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
- The records of parental contacts or attempts made to inform the parent/guardian of the student's under-performance. When applicable, copies of the deficiency reports signed by the student and

parent/guardian. Notices to parent/guardian of LEP students must be provided in the home/native language, whenever feasible.

- The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant and Compliance Specialist available at the school.

**F. District/ State Assessment Programs** Amended 07-15-03

All students must participate in all regular district and state assessments for accountability purposes (FS 1008.22, 1008.25(4)(a)). Each student in grades 1-5 must participate in the Spring SAT-10 testing for Reading Comprehension and Math Problem Solving subtests.

Beginning with the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system upon the student's entry into kindergarten. FS 1008.21

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

Adopted 6/19/01

- Home education students may take the FCAT only at the school for which they are zoned.
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
- Home instruction parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

**G. Accommodations of District/ State Assessments for Special Program Students**

**1. LEP Students**

The LEP Committee will review each ESOL student's progress to determine whether an accommodation is necessary. Test accommodations, based on the recommendations of the LEP Committee, may include: flexible setting, flexible scheduling, flexible timing, English/heritage language dictionary, and assistance in the heritage language.

**2. Students with Disabilities**

**a. 504 Students** Amended 07-01-04

Students with 504 plans may receive accommodations on both district and state assessments. The student's Section 504 Plan should address the accommodations that are regularly provided for classroom activities and assessment and should guide decisions on

accommodations for specific test situations. However, allowable accommodations for statewide tests are limited to those listed in the State Board Rule and the state test administration manuals.

Accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/ or flexible format.

#### b. ESE Students

Test accommodations during district/state testing will be implemented as specified in the student's IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- Accommodation(s):
  - ✓ flexible setting,
  - ✓ flexible scheduling,
  - ✓ flexible timing,
  - ✓ flexible responding,
  - ✓ flexible presentation, and/ or
  - ✓ flexible format.

### H. Exemptions from District/State Assessments for Special Program Students

#### 1. LEP Students

An LEP student whose Home Language Survey (HLS) date precedes a district/state testing date by less than one year may be exempted individually by specific action of the LEP Committee. **It is strongly recommended all be tested.** A district-approved alternate assessment must be administered to those LEP students who have been exempted from a district and/or state assessment. Adopted 07/01/02

#### 2. Students With Disabilities

##### a. 504 Students

Students with 504 plans may not be exempted from state assessments.

##### b. ESE Students

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- the student demonstrated cognitive ability prevents the student from completing required coursework, and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- the student requires extensive direct instruction to accomplish the application and transfer of skills

competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from state and district assessments will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.

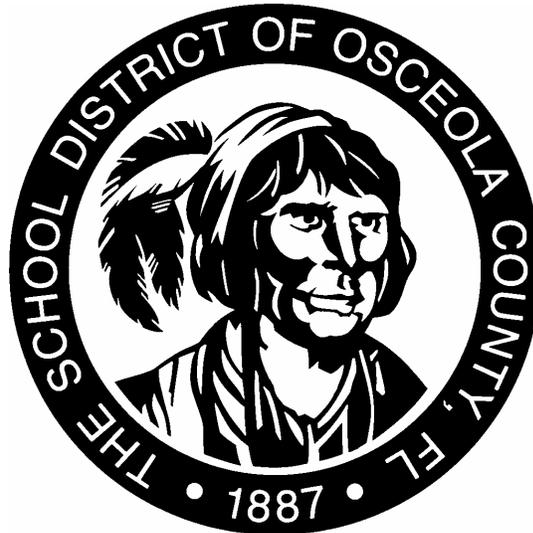
**I. Annual Report in Local Newspaper Adopted 07-15-03**

Beginning with the 2002-2003 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- the district school board's policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students retained in grades 3 through 10;
- information on the total number of students who were reported for good cause by each category of good cause as specified in FS 1008.25 (6)(b);
- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (8)(b).

1  
2  
3  
4  
5  
6

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17

**2004-2005  
MIDDLE SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 6-8**

**Effective July 01, 2004**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**

**SCHOOL BOARD MEMBERS**

**CHAIRMAN**

Tom Greer

Thomas E. Chalifoux, Jr.

John McKay

David E. Stone

Jay Wheeler

**SUPERINTENDENT**

Blaine Muse

**STUDENT PROGRESSION PLAN TASK FORCE**

Melba Luciano, Assistant Superintendent

**CURRICULUM AND INSTRUCTION**

Angela Marino, Coordinator

John Boyd, Instructional Research and Evaluation Specialist

**OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**

(407) 870-4056

**MIDDLE SCHOOL CONTRIBUTORS**

Annalee Meadows, Director of Secondary Programs

Penny Noyer, Principal, Horizon Middle School

Dan Parker, Principal, St. Cloud Middle School

**SPECIAL PROGRAMS CONTRIBUTORS**

Penny Collins, Director of Exceptional Student Education

Daryla Bungo, Director of Student Services

Dalia Medina, Coordinator of Multicultural Education

Don L. Miller, Director of Special Programs

Beth Rattie, Coordinator of Alternative Programs

Sonia Esposito, Coordinator of Charter and Choice Schools

## TABLE OF CONTENTS

|    |            |   |           |
|----|------------|---|-----------|
| 1  |            |   |           |
| 2  |            |   |           |
| 3  | <b>I.</b>  | <b>ENTRY AND ATTENDANCE REQUIREMENTS</b>                | <b>6</b>  |
| 4  | A.         | Initial Entry Requirements                              | 6         |
| 5  | 1.         | Evidence of Age   | 6         |
| 6  | 2.         | Health Requirements                                     | 7         |
| 7  | a.         | Certificate of Physical Examination                     | 7         |
| 8  | b.         | Proof of Tuberculin Test                                | 7         |
| 9  | c.         | Immunization  | 8         |
| 10 | 3.         | Residency Requirements                                  | 8         |
| 11 | B.         | Placement of Transfer Students                          | 9         |
| 12 | 1.         | General Transfer Information                            | 9         |
| 13 | 2.         | Placement of Transfer Students – Grades 6-8             | 9         |
| 14 | 3.         | Students Who Are Not Residing with Their                |           |
| 15 |            | Natural Parents or Legal Guardian                       | 9         |
| 16 | 4.         | Student Custody   | 9         |
| 17 | 5.         | Limited English Proficient (LEP) Students               | 10        |
| 18 | 6.         | Students with Disabilities                              | 10        |
| 19 | a.         | 504 Students  | 10        |
| 20 | b.         | Exceptional Student Education (ESE) Students            | 10        |
| 21 | 7.         | Home Education  | 11        |
| 22 | C.         | Attendance Guidelines                                   | 11        |
| 23 | 1.         | Student Absences  | 12        |
| 24 | a.         | Excused Absences  | 12        |
| 25 | b.         | Permitted Absences                                      | 12        |
| 26 | c.         | Unexcused Absences                                      | 13        |
| 27 | 2.         | Students with Disabilities                              | 14        |
| 28 | a.         | 504 Students  | 14        |
| 29 | b.         | ESE Students  | 14        |
| 30 | 3.         | Hospital/Homebound Program                              | 15        |
| 31 | 4.         | Student Absences for Religious Reasons                  | 15        |
| 32 | D.         | Student Withdrawals                                     | 15        |
| 33 | 1.         | Student Withdrawals During the                          |           |
| 34 |            | Last Two Weeks of the School Year                       | 15        |
| 35 | 2.         | Student Withdrawals for Enrollment in                   |           |
| 36 |            | Home Education Programs                                 | 15        |
| 37 |            |   |           |
| 38 | <b>II.</b> | <b>PROGRAM DESCRIPTION</b>                              | <b>16</b> |
| 39 | A.         | Florida System of School Improvement and Accountability | 16        |
| 40 | 1.         | General Academic Requirements                           | 16        |
| 41 | 2.         | Electives   | 17        |
| 42 | 3.         | Health/ Personal Development Requirement                | 17        |
| 43 | 4.         | Physical Education                                      | 17        |
| 44 | 5.         | Computer Literacy                                       | 17        |
| 45 | 6.         | Dual Enrollment in High School Courses                  | 17        |
| 46 |            | Student Performance – State K-20 Education Priorities   | 19        |
| 47 | B.         | Special Programs  | 20        |
| 48 | 1.         | LEP Students  | 20        |
| 49 | 2.         | Dropout Prevention Program (DOP)                        | 21        |
| 50 | 3.         | Gifted Education  | 21        |
| 51 | 4.         | Students with Disabilities                              | 22        |
| 52 | a.         | 504 Students  | 22        |

|    |             |   |           |
|----|-------------|---|-----------|
| 1  |             | b. ESE Students _____   | 22        |
| 2  |             | 5. Home Instruction _____   | 23        |
| 3  |             |   |           |
| 4  | <b>III.</b> | <b>PROMOTION _____</b>  | <b>24</b> |
| 5  | A.          | General Requirements – Grades 6-8 _____                               | 24        |
| 6  | B.          | Student Performance Levels for Reading, Writing and Mathematics _____ | 25        |
| 7  |             | 1. Required Program of Study – Grades 6-8 _____                       | 25        |
| 8  |             | 2. Teacher Judgment _____   | 25        |
| 9  |             | 3. Possible Grade Level Assessments _____                             | 26        |
| 10 |             | Grade 6 Assessments _____   | 26        |
| 11 |             | Grade 7 Assessments _____   | 26        |
| 12 |             | Grade 8 Assessments _____   | 26        |
| 13 |             | Promotion of ESE Students _____                                       | 26        |
| 14 | C.          | Student Performance Level Chart _____                                 | 27        |
| 15 |             | Grades 6-8 _____  | 28        |
| 16 | D.          | Promotion to a Higher Grade Level _____                               | 29        |
| 17 | E.          | Academic Improvement Plan (AIP) Process _____                         | 29        |
| 18 |             | 1. Steps for Implementing the AIP _____                               | 29        |
| 19 |             | 2. LEP Students _____   | 31        |
| 20 |             | 3. Gifted Students _____  | 32        |
| 21 |             | 4. Students with Disabilities _____                                   | 32        |
| 22 |             | a. 504 Students _____   | 32        |
| 23 |             | b. ESE Students _____   | 32        |
| 24 | F.          | Remediation and Retention _____                                       | 33        |
| 25 | G.          | Attendance for Promotion Grades 6-8 _____                             | 34        |
| 26 | H.          | Retention – Special Program Considerations _____                      | 34        |
| 27 |             | 1. LEP Students _____   | 34        |
| 28 |             | 2. Students with Disabilities _____                                   | 34        |
| 29 |             | a. 504 Students _____   | 34        |
| 30 |             | b. ESE Students _____   | 35        |
| 31 | I.          | Remediation Programs _____  | 35        |
| 32 |             | 1. Program Description _____  | 35        |
| 33 |             | 2. Jump Start Remedial Program _____                                  | 36        |
| 34 | J.          | Summer School _____   | 42        |
| 35 |             | 1. LEP Students _____   | 42        |
| 36 |             | 2. ESE Students _____   | 42        |
| 37 |             | 3. Home Education Students _____                                      | 42        |
| 38 |             |   |           |
| 39 | <b>IV.</b>  | <b>REPORTING STUDENT PROGRESS _____</b>                               | <b>43</b> |
| 40 | A.          | Parent(s)/Guardian(s) – Written Notification                          |           |
| 41 |             | Requirements _____  | 43        |
| 42 | B.          | Report Cards _____  | 43        |
| 43 | C.          | General Rules of Marking _____  | 44        |
| 44 | D.          | Description and Definition of Marks _____                             | 46        |
| 45 | E.          | Guidelines for Grading and Reporting Academic Progress of             |           |
| 46 |             | LEP Students _____  | 47        |
| 47 | F.          | District/ State Assessment Programs _____                             | 47        |
| 48 | G.          | Accommodations of District/ State Assessment for                      |           |
| 49 |             | Special Program Students _____  | 48        |
| 50 |             | 1. LEP Students _____   | 48        |
| 51 |             | 2. Students with Disabilities _____                                   | 48        |
| 52 |             | a. 504 Students _____   | 48        |

1  
2  
3  
4  
5  
6  
7  
8  
9

- b. ESE Students \_\_\_\_\_ 48
- H. Exemptions from District/State Assessment for  
Special Program Students \_\_\_\_\_ 49
  - 1. LEP Students \_\_\_\_\_ 49
  - 2. Students with Disabilities \_\_\_\_\_ 49
    - a. 504 Students \_\_\_\_\_ 49
    - b. ESE Students \_\_\_\_\_ 49
- I. Annual Report in Local Newspaper \_\_\_\_\_ 49

1 **I. ENTRY AND ATTENDANCE REQUIREMENTS**

2  
3 All children who have attained the age of six (6) years or who will have attained the  
4 age of six (6) years by February 1 of any school year or who are older than six (6)  
5 years of age but who have not attained the age of sixteen (16) years are required to  
6 attend school regularly during the entire school term.

7  
8 **A. Initial Entry Requirements**

9  
10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County  
11 schools for the first time to present the following at the time of registration:

12  
13 **1. Evidence of Age** Amended 6/27/95, 07-15-03

14  
15 Florida Statute 1003.21 requires that students enrolling in Florida public schools  
16 must present evidence of their age. Evidence submitted shall be a valid birth  
17 certificate, or other documentation of birth, as listed in Florida Statute 1003.21.  
18

19 Florida Statute 1003.21 School attendance.--

20 (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has  
21 attained the age at which he or she should be admitted in accordance with the provisions of  
22 subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any  
23 child whom he or she believes to be within the limits of compulsory attendance as provided for by  
24 law. If the first prescribed evidence is not available, the next evidence obtainable in the order set  
25 forth below shall be accepted:

26 (a) A duly attested transcript of the child's birth record filed according to law with a public officer  
27 charged with the duty of recording births;

28 (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of  
29 baptism of the child, accompanied by an affidavit sworn to by the parent;

30 (c) An insurance policy on the child's life that has been in force for at least 2 years;

31 (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn  
32 to by the parent;

33 (e) A passport or certificate of arrival in the United States showing the age of the child;

34 (f) A transcript of record of age shown in the child's school record of at least 4 years prior to  
35 application, stating date of birth; or

36 (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent,  
37 accompanied by a certificate of age signed by a public health officer or by a public school physician,  
38 or, if neither of these is available in the county, by a licensed practicing physician designated by the  
39 district school board, which certificate states that the health officer or physician has examined the  
40 child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as  
41 defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

42  
43 \*If a passport or immigration document is used as evidence of age, it may not be  
44 duplicated. Only a notation may be placed in the student's record. Adopted  
45 6/27/00.

1  
2  
3 **2. Health Requirements – Initial Entry**  
4

5 **a. Certificate of Physical Examination** Amended 6/30/92  
6

7 A certificate of a physical examination within the twelve-month period  
8 immediately preceding enrollment shall be presented before a child is  
9 allowed to attend classes. The certificate shall be signed by a licensed  
10 practicing physician, or an Advanced Registered Nurse Practitioner certifying  
11 that the student has no contagious or communicable disease which would  
12 warrant the student's exclusion from public schools. A Physician's Assistant  
13 operating under the supervision of Osceola County Public Health Director  
14 may also sign the certificate. Amended 6/27/95  
15

16 Students, other than children of military personnel, transferring from a foreign  
17 country must possess an examination certificate issued within the United  
18 States.  
19

20 **Exceptions:**

- 21 ▪ The student was previously enrolled in a Florida school.
- 22 ▪ Parental objections on religious grounds are in writing.

23  
24  
25 **b. Proof of Tuberculin Test**  
26

27 Any new enrollee who has immigrated from outside of the United States or its  
28 territories that is classified by the World Health Organization as a high risk  
29 area within the last five years, regardless of grade level, must present  
30 evidence of a negative Tuberculin skin test, administered within the last  
31 twelve months before class attendance will be allowed. A student who has a  
32 positive reading on any Tuberculin skin test will be required to submit to a  
33 chest X-ray. The student will not be allowed to enroll until a Florida licensed  
34 physician certifies that the physician has reviewed the chest X-ray, and that  
35 the student may attend class.  
36

37 Any current enrollee who has returned from an area outside the United States  
38 or its territories that is classified by the World Health Organization as a high  
39 risk area must submit evidence of a Tuberculin skin test before class  
40 attendance will be allowed. Any student who has a positive reading on a  
41 Tuberculin skin test will be required to submit to a chest X-Ray. The student  
42 will not be allowed to enroll until a Florida licensed physician certifies that the  
43 physician has reviewed the chest X-ray and that the student may attend  
44 class.  
45

46 Amended 7/23/91, 6/27/95, 7/21/98, 7/15/03, & 7/01/04  
47

48 For purposes of this rule, the following are considered to be United States  
49 territories:

- 1                   ▪ American Samoa
- 2                   ▪ Guam
- 3                   ▪ Puerto Rico
- 4                   ▪ Trust Territories of the Pacific
- 5                   ▪ US Virgin Islands

6

7                   **c. Immunization**      Amended 7/21/98, 07-15-03

8

9                   Each student who is otherwise entitled to admittance to an Osceola County  
10                   School, shall be required to present a certificate of immunization on a Florida  
11                   form, showing that the student has received inoculations for those  
12                   communicable diseases for which immunization is required by the Division of  
13                   Health, and Florida Statute 1003.22.

14

15                   Students who have not received the required immunizations as stipulated by  
16                   state law and who have not received a statutory exemption will be temporarily  
17                   excluded from school until such immunizations have been administered.

18                   Adopted 9/7/99

19

20                   **Required Immunizations:**

- 21                   ▪ five (5) DP's
- 22                   ▪ four (4) Polio
- 23                   ▪ two (2) MMR's (First dose is valid if given on or after first  
24                   birthday.)

25                   Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02

26

27

28                   **Grades 6-8**

29                   All required immunizations and Hepatitis B (series of 3) and Tetanus/  
30                   Diphtheria (TD) booster      Amended 07/01/02, 07-01-04

31

32                   **Exceptions may be granted as follows:**

- 33                   ▪ parental objections in writing on religious grounds,
  - 34                   ▪ written certification for exemption for medical reasons by a  
35                   competent medical authority or the Division of Health.
- 36

37                   **3. Residency Requirements**      Amended 6/29/93 & 6/27/95, Revised 7/21/98

38

39                   A resident parent or guardian admitting a student to an Osceola County School  
40                   shall produce **two (2) documents from the following categories:**

- 41                   ▪ mortgage document, rental or lease agreement, property tax records;
  - 42                   ▪ notarized statement signed by the owner of the home in which the parent  
43                   resides with supporting documents from the owner such as a mortgage,  
44                   rental or lease agreement, or property tax records;
  - 45                   ▪ current utility bill;
  - 46                   ▪ income tax records;
  - 47                   ▪ proof of receipt of government benefits.
- 48

49                   If false and/or misleading information is presented in order to meet residency  
50                   requirements, the child falsely registered shall be subject to immediate  
51                   withdrawal from Osceola District Schools and required to register in the school in

1 the assigned attendance zone or in the case of an out-of-district child, a school in  
2 the district of residence.

3  
4 Any person knowingly providing false and/or misleading information may be  
5 liable for criminal charges under Florida Statutes.

6  
7 **B. Placement of Transfer Students**

8  
9 **1. General Transfer Information**

10  
11 The school principal will determine placement of a student who transfers from  
12 other countries, counties, states, private schools or from a home education  
13 program. If a student transfers from a school or program other than a regionally  
14 accredited institution or with inadequate or incomplete records, placement will be  
15 based upon the information available, including any or all of the following:

- 16       ▪ student's age,
- 17       ▪ a review of all existing school records and home education records  
18       (e.g., student portfolio, annual evaluations),
- 19       ▪ a review of the previous educational program including, but not  
20       limited to, time spent in a program and curriculum requirements of  
21       the program,
- 22       ▪ a test on grade level or individual subject-area objectives or  
23       competencies to be identified by the principal,
- 24       ▪ an interview with the student and/or the parent(s)/guardian(s) by  
25       the principal or designee(s),
- 26       ▪ teacher judgment of classroom performance during a probationary  
27       period to be established by the principal.

28  
29 **2. Placement of Transfer Students – Grades 6-8 Amended 07/01/02**

30  
31 A student in grades 6-8 who transfers from any other public school in the  
32 United States or a foreign country is placed in comparable classes and all  
33 records from the previous school are accepted.

34  
35 **3. Students Who Are Not Residing with Their Natural Parents or Legal**  
36 **Guardians**

37  
38 Any student wishing to enroll in school who is not residing with his or her  
39 natural parent or legal guardian shall have the responsible adult with whom  
40 the student is living sign an Affidavit of Responsibility form available through  
41 Student Services at the District Office. The responsible adult shall present  
42 proof that he or she has parental consent or legal right to accept  
43 responsibility. Parental consent shall be notarized.

44  
45  
46 **4. Student Custody**

47  
48 Any person or agency who has been given exclusive care, custody, or control  
49 over any student by order of any court having jurisdiction to enter such order,  
50 may provide a certified or otherwise authenticated copy of such order,  
51 Marriage Certificate, or other extraneous criteria not covered by specific rule,  
52 to the principal of the school in which each student is enrolled. The order

1 shall be placed in the student's official records and thereafter such person or  
 2 agency shall be recognized for all purposes as the sole parent or guardian of  
 3 the student until such time as subsequent or additional orders changing such  
 4 status are likewise provided.

5  
 6 Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003  
 7 (62); 1000.01, 1000.04, F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5),  
 8 F.S.

## 10 5. Limited English Proficient (LEP) Students

11  
 12 For a student identified as Limited English Proficient (LEP) and transferring  
 13 from a school in another country, placement must comply with appropriate  
 14 procedures for students in the English for Speakers of Other Languages  
 15 (ESOL) programs found in the ESOL Program Procedures.

### 17 Home Language Survey (HLS) Responses/Assessment Criteria

- 18 ▪ A student with all NO responses on the HLS is considered non-Limited  
 19 English Proficient (LEP).
- 20 ▪ A student with any YES response is referred for additional English  
 21 language proficiency assessment.
- 22 ▪ A student with a YES response to question #1 only is **temporarily** placed  
 23 in general education classes until English proficiency assessment occurs.
- 24 ▪ A student with more than one YES response is temporarily placed in  
 25 basic ESOL classes until English language proficiency assessment  
 26 occurs.
- 27 ▪ The state-approved age-appropriate IDEA Language Proficiency Test is  
 28 used to assess oral/aural English ability and is to be administered within  
 29 the first 20 days after the registration date.

## 31 6. Student with Disabilities

### 33 a. 504 Students

34 A transferring 504 student is a student who was previously enrolled in any  
 35 other school or agency with an active 504 plan and who is enrolling in a  
 36 Florida school district. Upon notification that a transferring student is one  
 37 with an active 504 Plan, the receiving school must review the existing 504  
 38 Plan and must revise as needed.

### 40 b. Exceptional Student Education (ESE) Students

- 41 ▪ A transferring ESE student is one who was previously enrolled as an  
 42 ESE student in any other school or agency and who is enrolling in a  
 43 Florida school district or in an educational program operated by the  
 44 Exceptional Student Education Department through grants or  
 45 contractual agreements.
- 46  
 47 ▪ An ESE student who is transferring from one Florida public school  
 48 district to the School District of Osceola County who has a current  
 49 Individual Education Plan including Gifted Students (IEP/GEP) will be  
 50 placed in the appropriate educational program(s) consistent with the  
 51 plan. The receiving school **must** review and may revise the current  
 52 IEP/GEP as necessary.

- 1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12
- An ESE student who is transferring from an out-of-state public school and has a current IEP as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs will be placed immediately in the appropriate educational program(s) without temporary assignment. An ESE student who is transferring from another state and does not meet the district's criteria for dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) without temporary assignment. In both cases, the receiving school **must** review the current IEP and may revise the document as necessary.

13  
14

## 7. Home Education

Students who are participating in a home instruction program in accordance with FS 232.0201 may be admitted to public school on a part-time basis. Adopted 9/17/96

- 15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43
- Students in home education who wish to attend public school must have met all criteria for a home education program during the entire semester immediately prior to the time of admission, meet the same registration requirements as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home-schooled students who are excluded from a class/course at their zoned school due to space limitations may attend another school if space in that class/course is available. Adopted 9/17/96, Amended 6/19/01
  - The Board is not responsible for the transportation of students in a home education program to or from the school. The school principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Adopted 9/17/96
  - Home education students are eligible to participate in interscholastic extracurricular student activities. The school principal will establish guidelines for participation pursuant to Florida Statute 232.425 (3)(c), and these guidelines will be made available to home education students choosing to participate in interscholastic extracurricular activities. Adopted 07/02/96

44  
45

## C. Attendance Guidelines

School attendance is the direct responsibility of parent(s)/guardian(s) as required by Florida Statute 1003.24. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03

Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because

of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension. The principal or designee must approve any extension.

## 1. Student Absences

Non-attendance in a class shall be considered an absence unless the student is participating in a school activity. Absences shall be classified as:

### a. Excused Absences

Absences shall be excused for the following reasons:

- illness or injury of the student,
- illness, injury, or death in the immediate family of the student. The immediate family shall be defined as listed in the United States Internal Revenue Service guidelines.

If there is a reasonable doubt concerning the illness claimed, the principal shall be authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being “unexcused.”

The Principal of a school shall have sole discretion as to how absences shall be reported to the school. The parent or legal guardian shall report absences through a telephone call, a handwritten note, or both as determined by the Principal. Adopted 6/19/01

In cases of excused absences, the student shall be allowed to make up the work and teachers of the students shall give every reasonable assistance.

Make-up work shall be completed during a period of time equal to at least twice the time for which the absence is excused, unless the teacher allows more time.

### b. Permitted Absences

“Permitted” absences may be granted. Only the principal shall have the authority to grant “permitted” absences and then only after he or she has considered the merits of each case. It shall be the principal’s responsibility to give to the parents a copy of the School Board rules pertaining to permitted absences.

Arrangements for make-up work shall be made in advance with the instructor of classes to be missed. The student shall assume complete responsibility for the make-up work. The teachers shall cooperate by making assignments, grading materials, and recording grades. The teacher shall set a timeline for receiving the student’s work for credit, and this timeline will not exceed twice the number of days of absence.

**Examples of situations warranting “permitted” absences include:**

- attendance at an important public function,
- attendance at church meetings, or observances of religious holidays,
- travel with parents in urgent circumstances,
- attendance at non-school conventions or conferences,
- other situations with parental permission and the approval of the principal, or
- participation in a non-instructional activity.

**A student who wishes to participate in a non-instructional activity must:**

- meet the academic requirements as set forth by the School Board,
- make arrangements, in advance, with the teacher for missing classes, and
- accept the responsibility for making up time and work.

**c. Unexcused Absences**

All absences other than “excused” or “permitted” shall be deemed “unexcused,” and a failing grade shall be recorded for the period of the “unexcused” absence, **except** when students who are suspended from school during grade period exams or semester exams, such students shall be allowed to make up these exams.

- Upon each unexcused absence, the Principal or designee shall contact the student’s parent or guardian to determine the reason for the absence.
- If a student has had at least five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a ninety (90) day calendar period, the student’s primary teacher shall report to the principal or designee that the student may be exhibiting a pattern of non-attendance. Unless there is clear evidence that the absences are not a pattern of non-attendance, the case shall be referred to a child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.
- If the initial meeting with the parent does not resolve the problem, the child study team shall implement specific interventions that best address the problem.

The child study team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate,

the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the child study team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statutes. ( FS 984.151) Amended 07-15-03

## 2. Students with Disabilities

### a. 504 Students Amended 07-01-04

In the case of a student with excessive absences, a 504 Reevaluation meeting should be held to determine if the absences are caused by the disability of record on the active 504 Plan. If the 504 committee determines that the absences are caused by the disability, the committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

If the 504 committee determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student.

### b. ESE Students

All exceptional students will follow regular education attendance procedures.

In the case of an ESE Student with excessive absences, an IEP team meeting must be conducted to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team must determine a reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student.

1                   **3. Hospital/Homebound Program**

2                   Parent(s)/guardian(s) may request that the principal consider eligibility for a  
3                   hospital/homebound program for a student with an illness predicted by  
4                   certified medical personnel to exceed 15 consecutive school days.

5  
6                   **4. Student Absences for Religious Reasons**

7                   Students will be afforded an opportunity to make up missed work without  
8                   adverse school effects when absent because of a religious holiday. Within  
9                   five school days prior to an expected absence for religious reasons,  
10                  parent(s)/guardian(s) must notify the principal in writing and request that the  
11                  student be excused from attendance. A written excuse will not be required  
12                  upon return to school and no adverse or prejudicial effects will result for any  
13                  student availing her/himself of this provision. Students will be permitted to  
14                  make up missed work according to school procedures.

15  
16                  If questions arise regarding this rule, principals will grant the  
17                  parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the  
18                  principal's decision to the Superintendent should a conflict arise.

19  
20                  **D. Student Withdrawals**

21  
22                  **1. Student Withdrawals During the Last Two Weeks**  
23                  **of the School Year**

24  
25                  The parent(s)/guardians(s) of a student who leaves school **during** the last  
26                  two weeks of the school year must show evidence that the withdrawal is  
27                  necessary and the student must successfully complete assigned class work.  
28                  Principals are authorized to make arrangements for the administration of any  
29                  tests if appropriate.

30  
31                  Principals may waive the requirements for early withdrawal when  
32                  unusual/extenuating circumstances require it.

33  
34                  **2. Student Withdrawals for Enrollment in Home Education Programs**

35  
36                  Florida Statute 1002.41 permits parents to choose to place their children in a  
37                  home instruction program in lieu of public school. The requirements of the  
38                  law will be monitored through Student Services. Revised 7/23/91, Amended  
39                  7/21/98, 6/27/00, & 07-15-03

40  
41                  To withdraw a student for enrollment in a home education program,  
42                  parent(s)/guardian(s) must initiate the withdrawal process at the school and  
43                  notify the Superintendent of Schools in writing of the intent to provide home  
44                  education for the student.

1           **II. PROGRAM DESCRIPTION**

2

3           **A. Florida System of School Improvement and Accountability**

4

5           The Sunshine State Standards (6A-1.09401 State Board Rules) are

6           benchmark standards that describe what students should know and be able

7           to do at four progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects

8           of:

- 9
- |  |                        |
|--|------------------------|
| 10                   -- language arts    | -- mathematics         |
| 11                   -- science          | -- social studies      |
| 12                   -- foreign language | -- health education    |
| 13                   -- the arts         | -- physical education. |

14

15           Osceola District Schools shall provide appropriate instruction to assist

16           students in the achievement of these standards. The Sunshine State

17           Standards/Grade Level Expectations have been incorporated within the

18           Osceola County Curriculum Frameworks and are on file in the Administrative

19           Center and are in use at each school.           Adopted 9/17/96, Amended

20           6/15/99

21

22           District Grade Level Expectations are based upon the state Grade Level

23           Expectations and identify what each student should know and be able to do

24           by the end of each grade.

25

26           **1. General Academic Requirements**

27           The following areas of study are required for each student, grades 6-8:

28           Amended 6/15/99, 6/27/00, & 07/01/02

29

30           **Grade 6**

|   |        |
|---|--------|
| 31           Language Arts                        | 1 year |
| 32           Mathematics                          | 1 year |
| 33           Comprehensive Science                | 1 year |
| 34           Geography: Africa, Oceania, and Asia | 1 year |
| 35           Electives as offered by each school  |        |

36

37           **Grade 7**

|  |        |
|--|--------|
| 38           Language Arts                       | 1 year |
| 39           Mathematics                         | 1 year |
| 40           Comprehensive Science               | 1 year |
| 41           Geography: Europe and the Americas  | 1 year |
| 42           Electives as offered by each school |        |

43

44           **Grade 8**

|   |        |
|---|--------|
| 45           Language Arts                                    | 1 year |
| 46           Mathematics                                      | 1 year |
| 47           Comprehensive Science                            | 1 year |
| 48           United States History, including Florida History | 1 year |
| 49           Electives as offered by each school              |        |

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

## 2. Electives

Additional courses of studies may include, but shall not be limited to:  
(Amended 6/27/00, 7/01/02)

|                              |                  |
|------------------------------|------------------|
| Art                          | Band             |
| Career & Technical Education | Foreign Language |
| Music                        | Reading          |
| Writing Skills               |                  |

## 3. Health/ Personal Development Requirement

One semester of Health or Personal Development is required for students in grades 7 or 8, unless a middle school principal elects to cover district Health performance standards in a science course, and the following criteria are met:

- The science teacher assigned is certified in both science and health, **and**
- A letter of explanation is sent to the Superintendent prior to the beginning of the school year. This letter must be signed by the principal and the teacher and must ensure that all student performance standards for both the Comprehensive Science and the Health courses will be met.

## 4. Physical Education

The opportunity to enroll in physical education courses will be regularly scheduled each year by each school.

## 5. Computer Literacy

In addition to the courses identified above, students must master basic skills in the area of computer literacy.

## 6. Dual Enrollment in High School Courses

Students who attend grades 7 and 8 in Osceola County may elect to take, if offered, high school (dual enrollment) courses at the middle school with the following conditions: Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99, 6/19/01, & 07/01/02

- The teachers of these courses have the appropriate certification(s) in the subject(s) offered.
- The textbook, the district performance standards, and the grading policy are the same as for the high school course.
- These courses must be level II or above as outlined in The Florida Course Code Directory.
- Dual enrolled students must adhere to high school attendance requirements for receiving credit.
- In order to receive high school credit, the student must earn a final grade of an "A" or "B."
- Students will be limited to the transfer of no more than four high school credits earned prior to entry into the ninth grade.
- Grade 8 students who earn credit through dual enrollment will meet requirements for promotion to high school.  
(Amended 6/30/92, 6/29/93, 7/21/98, 6/15/99, 6/19/01 & 07/01/02)

**1003.42 Required instruction.--**

(1) Each district school board shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The content of the Declaration of Independence and how it forms the philosophical foundation of our government.

(b) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(c) The essentials of the United States Constitution and how it provides the structure of our government.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(g) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(h) The elementary principles of agriculture.

(i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(j) Kindness to animals.

(k) The history of the state.

(l) The conservation of natural resources.

(m) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.

1 (n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law  
 2 or by rules of the State Board of Education and the district school board in fulfilling the requirements  
 3 of law.

4 (o) The study of Hispanic contributions to the United States.

5 (p) The study of women's contributions to the United States.

6 (q) A character-development program in the elementary schools, similar to Character First or  
 7 Character Counts, which is secular in nature and stresses such character qualities as attentiveness,  
 8 patience, and initiative. Beginning in school year 2004-2005, the character-development program  
 9 shall be required in kindergarten through grade 12. Each district school board shall develop or  
 10 adopt a curriculum for the character-development program that shall be submitted to the  
 11 department for approval. The character-development curriculum shall stress the qualities of  
 12 patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and  
 13 cooperation.

14 (r) In order to encourage patriotism, the sacrifices that veterans have made in serving our country  
 15 and protecting democratic values worldwide. Such instruction must occur on or before Veterans'  
 16 Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of  
 17 local veterans when practicable.

18 (3) Any student whose parent makes written request to the school principal shall be exempted from  
 19 the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development,  
 20 and treatment. A student so exempted may not be penalized by reason of that exemption. Course  
 21 descriptions for comprehensive health education shall not interfere with the local determination of  
 22 appropriate curriculum which reflects local values and concerns. **History**--s. 131, ch. 2002-387.

### 23 **Student Performance - State K-20 Education Priorities**

24 Amended 07-15-03

25  
 26 A comprehensive program of general education when implemented  
 27 effectively enables students to make maximum use of their educational  
 28 opportunities and to function effectively as productive individuals.

29  
 30 The District School Board shall assist schools and teachers in the  
 31 implementation of research-based reading activities, FS 1008.25(4)(b).  
 32

33  
 34 The School District of Osceola County Curriculum Guidelines also reflect the  
 35 priorities of the Florida K-20 education system.  
 36

### 37 **1000.03 Function, mission, and goals of the Florida K-20 education system.--**

38 (4) The mission of Florida's K-20 education system is to allow its students to increase their  
 39 proficiency by allowing them the opportunity to expand their knowledge and skills through adequate  
 40 learning opportunities, in accordance with the mission statement and accountability requirements of  
 41 s. 1008.31.

42 (5) The priorities of Florida's K-20 education system include:

43 (a) Learning and completion at all levels, including increased high school graduation rate and  
 44 readiness for postsecondary education without remediation.--All students demonstrate increased

1 learning and completion at all levels, graduate from high school, and are prepared to enter  
2 postsecondary education without remediation.

3 (b) Student performance.--Students demonstrate that they meet the expected academic standards  
4 consistently at all levels of their education.

5 (c) Alignment of standards and resources.--Academic standards for every level of the K-20  
6 education system are aligned, and education financial resources are aligned with student  
7 performance expectations at each level of the K-20 education system.

8 (d) Educational leadership.--The quality of educational leadership at all levels of K-20 education is  
9 improved.

10 (e) Workforce education.--Workforce education is appropriately aligned with the skills required by  
11 the new global economy.

12 (f) Parental, student, family, educational institution, and community involvement.--Parents,  
13 students, families, educational institutions, and communities are collaborative partners in education,  
14 and each plays an important role in the success of individual students. Therefore, the State of  
15 Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20  
16 education system are not guarantees that each individual student will succeed or that each  
17 individual school will perform at the level indicated in the goals.

18 **History.**--s. 5, ch. 2002-387.

19  
20 **B. Special Programs**

21  
22 **1. Limited English Proficient (LEP)** Revised 7/21/98 & 6/27/00

23 All students with limited English proficiency (LEP) must be appropriately  
24 identified in order to ensure the provision of appropriate services. Every  
25 student identified as LEP shall continue to receive appropriate instruction and  
26 funding as specified by the District LEP Plan, State Board Rules and  
27 Regulations, and Florida Statutes until such time as the student is reclassified  
28 as English proficient. Note: See the School District of Osceola County  
29 Limited English Proficient Plan 1999 for full explanation of services and  
30 model. Amended 6/27/00

31  
32 **Home Language Survey (HLS) and identification criteria** Revised 6/27/00

- 33 ■ A student with all NO responses on the HLS is considered non-  
34 limited English proficient.
- 35 ■ A student with any YES response is referred for English language  
36 proficiency assessment.
- 37 ■ A student with a YES response to question #1 only is temporarily  
38 placed in non-ESOL classes until English language proficiency  
39 assessment is completed.
- 40 ■ A student with a YES response to question #2 and/or #3 is  
41 temporarily placed in ESOL classes until English language  
42 proficiency assessment is completed.
- 43 ■ The grade level appropriate Idea Oral Language Proficiency Test  
44 will be used to determine oral/aural English ability and is to be  
45 administered within the first 20 days after registration date.  
46

1 Students in grades 4-12 found to be fluent English speaking will be given a  
 2 nationally-normed, standardized reading and writing test, within 20 days of  
 3 the oral/aural test for further assessment of their English ability.  
 4

- 5       ▪ Exceptional students (ESE) with any YES response shall be  
 6       reviewed by a joint ESE/LEP committee to determine appropriate  
 7       ESOL assessment and placement.
- 8       ▪ Pre-K students with any YES response are considered LEP until  
 9       the English language assessment is administered in Kindergarten.
- 10      ▪ PEEP Pre-K students with any YES responses shall be reviewed  
 11      by a joint ESE/LEP committee to determine ESOL status.

12  
 13 Every Limited English Proficient student is entitled to equal access to all  
 14 academic, categorical, and federal programs offered by the School District of  
 15 Osceola County. The amount of time the LEP student is assigned to the  
 16 program(s) shall be comparable to the time assigned to a non-LEP student  
 17 under similar conditions. An updated LEP student's class schedule must be  
 18 maintained in the LEP Portfolio as part of the student permanent record.  
 19 Adopted 6/27/00  
 20

21 Limited English Proficient students are taught by subject area teachers  
 22 following the corresponding district curriculum. The instructional personnel  
 23 provide appropriate and individualized instruction to students through the use  
 24 of ESOL teaching strategies, appropriate instructional materials, curriculum  
 25 accommodations, and testing accommodations. The ESOL accommodations  
 26 are documented in the teacher's lesson plans as evidence that  
 27 understandable instruction is being provided.       Adopted 6/27/00  
 28

29 Schools with fifteen (15) or more LEP students who speak the same home  
 30 language must have at least one bilingual teacher assistant or bilingual  
 31 teacher proficient in English and the home language of the students. The  
 32 ESOL teacher assistant's (or bilingual teacher's) primary assignment is to  
 33 offer the LEP students additional help in the basic content areas under the  
 34 supervision of the basic subject area teacher.       Adopted 6/27/00  
 35

## 36       2.       **Dropout Prevention Program (DOP)**

37 The academic program for a DOP student may differ from traditional  
 38 education programs and schools in scheduling, administrative structure,  
 39 philosophy, curriculum, and/or setting. The DOP Program employs  
 40 alternative teaching methodologies, curricula, learning activities, or diagnostic  
 41 and assessment procedures in order to meet the needs, interests, and talents  
 42 of eligible students.  
 43

## 44       3.       **Gifted Education**

45 For a middle school student enrolled in the gifted program, a qualitatively  
 46 different curriculum consists of carefully planned, coordinated learning  
 47 experiences that extend beyond the basic curriculum to meet the specific  
 48 learning needs of the student.  
 49

50 Middle school students identified as Gifted have an Educational Plan (GEP)  
 51 that outlines goals, strengths, and weaknesses, and provides direction for the  
 52 instructional program. The differentiated instructional program includes

advanced-level content, acceleration, and enrichment that incorporate the student's special abilities and interests. Amended 07/01/02

4. **Students with Disabilities**

a. **504 Students** Amended 07-01-04

Any alteration to the delivery of instruction of student assignments for a 504 student is the decision of the Section 504 Committee and must be addressed in the 504 Plan. The individual student's Section 504 Plan documents the instructional accommodations required to ensure the student an equal opportunity to master the general education curriculum. Parent(s)/guardian(s) of a Section 504 student must be given the opportunity to provide input on decisions made by the Section 504 Committee regarding any alteration to the delivery of instruction of their Section 504 student. Parent(s)/guardian(s) of a 504 student must be notified of any changes to the student's Section 504 Plan.

b. **Exceptional Education Students**

**Exceptionalities include:** Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted, Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Pre-Kindergarten Students with Developmental Delays, Pre-Kindergarten Students with Established Conditions.

Amended 7/23/91, 7/21/98 & 6/27/00

**ESE Curriculum**

The curriculum for the elementary school Varying Exceptionalities, Emotionally Handicapped (EH), and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate accommodations. Direct Instruction, Reading Mastery, Precision Teaching, and Whole Language are the instructional approaches to be utilized to enhance curriculum acquisition. Moderately and severely disabled students (Trainable Mentally Handicapped, Profoundly Mentally Handicapped) will use a curriculum appropriate for the developmental level of the students.

Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.

For students with disabilities enrolled in ESE, their Individual Educational Plans (IEP's) specify the appropriate curriculum and unique aspects of their programs.

For the majority of these students, the general education standards and benchmarks should be based on their curriculum.

For some students, modified standards and/or benchmarks in one or more content areas may be more appropriate.

In all cases, the IEP team makes curriculum decisions. The IEP developed by the team specifies the curriculum for specific content areas. The IEP also addresses annual goals and short-term objectives to meet

1 the unique needs of the student as well as appropriate classroom  
2 accommodations. Accommodations may be in the areas of curriculum,  
3 instruction, and assessment. Accommodations listed on the IEP must be  
4 implemented as indicated.  
5

6 **5. Home Instruction**

7 Florida Statute 1002.41 permits parents to choose to place their children in a  
8 home instruction program in lieu of public school. The requirements of the  
9 law will be monitored through Student Services. Revised 7/23/91, Amended  
10 7/21/98, 6/27/00, 07/01/02, & 07-15-03  
11  
12

### 1 III. PROMOTION

2  
3 The purpose of the instructional program in the schools of Osceola County is to provide  
4 appropriate instructional and selected services to enable students to perform at or above  
5 their grade level academically. Promotion, however, is based primarily on student  
6 proficiency in reading, writing, science, and mathematics and is not automatic. Amended  
7 07-15-03

8  
9 Decisions regarding student promotion, and retention are primarily the responsibility of the  
10 individual school's professional staff. The final decision in regard to grade placement is the  
11 responsibility of the principal.

12  
13 Student promotion in the Osceola County schools is based upon an evaluation of each  
14 student's achievement in terms of appropriate instructional goals. The determination should  
15 reflect teacher judgment based upon the following: successful progress in the county  
16 adopted curriculum, progress tests, classroom assignments, daily observation, standardized  
17 tests, and other objective data. The primary responsibility for determining each student's  
18 level of performance and ability to function academically, socially and emotionally at the next  
19 grade level is that of the classroom teacher, subject to review and approval of the principal.

#### 20 21 A. General Promotion Requirements – Grades 6-8

22 Amended 6/27/00, 07/01/02, 08/20/02, & 07/15/03

23  
24 In order to be promoted to the next grade level, students in grades 6-8 must meet the  
25 following criteria:

- 26  
27
- 28 • Pass each of the core subjects of mathematics, language arts, science, and  
29 social studies. The district-adopted grading scale (see IV.D.) will determine a  
30 passing grade for each course.
  - 31 • Pass at least one elective course each semester.
    - 32 ○ Schools may require students to pass reading as a fifth core subject in  
33 lieu of the elective course requirement.
- 34

35 Final grades are awarded on a yearly basis in middle school.

- 36  
37
- 38 • When two nine weeks are used to determine a final grade, each nine weeks  
39 shall count 50% of the final grade. The total will be divided by two (2).
  - 40 • If a semester exam is given, each nine weeks' grade and final exam grade  
41 shall count 20% of the final grade, and the total shall be divided by five (5).
- 42

43 In grades 6-8, the grade point values of the grading period and exam grade are  
44 averaged to determine the final grade. If the quotient result is 1.5 or higher, the  
45 grade shall be rounded to the next highest letter. Rounding of grades less than 1.0  
46 shall be left to the discretion of the instructor. In determining final grades, a zero  
47 shall be assigned for no work or dishonest work and may rank as -1 on the grade  
48 point scale upon the approval by the principal. Grades in high school dual  
49 enrollment classes taught in grades 7 and 8 must be determined following the high  
50 school academic policy. Amended 6/30/92 & 6/27/00

51

1 Students not meeting the above criteria for promotion may earn promotion by  
 2 successfully completing a summer remediation or testing program as provided at  
 3 their school. Students who are not successful with the provided opportunity are to be  
 4 retained. Amended 7/2/96 & 6/15/99

5  
 6 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science,**  
 7 Amended 07-15-03

8  
 9 Florida Statute 1008.25 requires that the district define specific levels of performance  
 10 in reading, writing, mathematics, and science for each grade level. These levels of  
 11 performance will be used to identify students who **must** receive remediation or be  
 12 retained within an intensive program that is different from the previous year's  
 13 program and takes into account the student's learning style.

14  
 15 In compliance with School Board's Objective (Improve accepted measures of  
 16 success annually) and Florida Statute 1008.25, students will be identified as  
 17 performing at one of three levels which indicates a student's achievement:

- 18
- 19 ▪ above grade level,
- 20 ▪ at grade level, or
- 21 ▪ below grade level.
- 22

23 Performance levels are determined by various indicators that will include, but are not  
 24 limited to, multiple measures using appropriate grade-level assessments as well as  
 25 teacher judgment.

26  
 27 **1. Required Program of Study – Grades 6-8**

28 Grades 6-8 promotion should be based on standardized test results, daily  
 29 assignments, teacher observation, teacher made tests, satisfactory  
 30 attainment of the student performance standards in the curriculum  
 31 frameworks and other objective information. If the achievement level is not  
 32 met, the teacher shall utilize deficiency/progress reports to communicate with  
 33 the parent during the grading period. Notices to parent/guardian of LEP  
 34 students must be provided in the primary language, whenever feasible.  
 35 Amended 6/27/00 & 07/01/02

36  
 37 **2. Teacher Judgment**

38 The teacher must provide compelling, verifiable evidence when student  
 39 performance on appropriate grade-level assessments is not believed to be  
 40 indicative of daily classroom performance.

41  
 42 **Teacher judgment factors may include, but are not limited to:**

- 43 ▪ previous retentions,
- 44 ▪ level of text at which student is successful,
- 45 ▪ observations,
- 46 ▪ checklists,
- 47 ▪ student portfolios, or
- 48 ▪ current grades/marks.
- 49

### 3. Possible Grade-Level Assessments

#### Sixth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- Stanford Achievement Test, Ninth Edition (SAT-9)
- STAR Reading test
- STAR Math test
- Florida Comprehensive Assessment Test - Sunshine State Standards (FCAT-SSS) Reading
- FCAT-SSS Mathematics
- Florida Comprehensive Assessment Test - Norm-Referenced Test (FCAT-NRT) Reading
- FCAT-NRT Mathematics

#### Seventh Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics

#### Eighth Grade Assessments

- Reading Running Record(s)
- District-adopted mathematics program assessments
- District-adopted science program assessments
- Basal reading program assessments
- SAT-9
- STAR Reading test
- STAR Math test
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics
- FCAT Writing
- FCAT Science (upon completion by the State)

#### **Promotion of ESE Students**

Students enrolled in exceptional student programs shall be promoted on the basis of the acquisition of skills in accordance with the student's Individual Education Plan and the mastery of Revised Performance Standards for each exceptionality. The exceptional education teacher will use the Revised Performance Standards for the assigned exceptionality to document the progress of the student. Documentation of

1 standards must start when the student is initially placed into an exceptional student  
2 education program. Amended 6/28/94, 6/27/95, & 7/21/98

3

4 **C. STUDENT PERFORMANCE LEVEL CHART**

5

6 See following page.

| <b>GRADES 6-8</b>   | <b>THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br/>READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION</b>  |                                  |   |                     |   |  |  |
|---|--|----------------------------------|---|---------------------|---|--|--|
| Classroom Performance   | Factors to Consider in End-of-Year Decision-Making   |                                  |   |                     |   | Decisions for Next Year                |  |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | <i>Student Performance Level</i>   | <i>FCAT-SSS Reading and Math</i> | <i>FCAT-NRT Reading &amp; Math or SAT-9</i> | <i>FCAT Writing</i> | <i>Did the student have an AIP this year?</i> | <i>Remediation Required Next Year?</i> | <i>Promote or Retain?</i>  |
|   | <b>Above Grade Level</b>   | Achievement Level 4, 5           | Stanine 7, 8, 9                             | 5.0, 5.5, 6.0       | NO  | NO                                     | <i>Promote to next grade level</i>   |
|   | <b>At Grade Level</b>  | Achievement Level 3              | Stanine 4, 5, 6                             | 3.0, 3.5, 4.0, 4.5  | NO  | NO                                     | <i>Promote to next grade level</i>   |
|   | <b>Below Grade Level, Minimally</b>  | Achievement Level 2*             | Stanine 3                                   | 2.0, 2.5            | YES   | Requires a new AIP                     | <i>Write an AIP if remediation is indicated or promote and closely monitor</i> |
|   |  |                                  |   |                     | NO  | Write an AIP, and monitor closely      |  |
|   | <b>Below Grade Level, Considerably</b>   | Achievement Level 1*             | Stanine 2                                   | 1.0, 1.5            | YES   | Requires a new AIP                     | <i>Retain with AIP* or Promote with AIP</i>                                    |
|   |  |                                  |   |                     | NO  | Must have an AIP                       |  |
|   | <b>Below Grade Level, Substantially</b>  | Achievement Level 1*             | Stanine 1                                   | 0                   | YES   | Requires a new AIP                     | <i>Retain with AIP* or Promote with AIP</i>                                    |
|   |  |                                  |   |                     | NO  | Must have an AIP                       |  |
|   | <ul style="list-style-type: none"> <li>• *To demonstrate annual learning gains, Grade 6 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least <b>134</b> Developmental Scale Score (DSS) points in FCAT-SSS Reading and <b>96</b> DSS points in FCAT-SSS Math.</li> <li>• *To demonstrate annual learning gains, Grade 7 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least <b>111</b> Developmental Scale Score (DSS) points in FCAT-SSS Reading and <b>79</b> DSS points in FCAT-SSS Math.</li> <li>• *To demonstrate annual learning gains, Grade 8 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least <b>93</b> Developmental Scale Score (DSS) points in FCAT-SSS Reading and <b>65</b> DSS points in FCAT-SSS Math.</li> </ul> |                                  |   |                     |   |  |  |

1 **D. Promotion to a Higher Grade Level**

2  
3 The assignment of a student to a higher grade which results in the student's accelerated  
4 promotion should be made on the basis of exceptionally high achievement or evidence that  
5 the student will benefit more from the instructional program at the advanced grade level.  
6 The Superintendent should authorize the assignment.

7  
8 The assignment will occur at the end of a grading period agreed upon by both the sending  
9 and receiving principal and the Director of Exceptional Student Education, if an exceptional  
10 student is involved. If an LEP student is involved, the LEP committee shall meet to  
11 document the student LEP plan change.

12  
13 After agreement has been reached regarding an exceptional student, an Individual  
14 Education Plan meeting must be held prior to placement in the new assignment. The long-  
15 range academic, social, and emotional effect of the decision shall be considered.

16  
17 The principal has the responsibility for making such an assignment, but a student will not be  
18 accelerated without parental consent. Amended 6/30/91 & 6/27/00

19  
20 The student's cumulative record, report card, and permanent record must indicate,  
21 "accelerated grade placement" and the name of the principal who made the placement.  
22 Amended 6/15/99

23  
24 Parents shall be notified in writing that their child is receiving an accelerated grade  
25 placement to the next higher grade. A copy of this notification shall be placed in the  
26 cumulative folder. Notices to parent/guardian of LEP students must be provided in the  
27 primary language, whenever feasible. Amended 6/27/00

28  
29 **E. Academic Improvement Plan (AIP) Process** Amended 07-15-03, 07-01-04

30  
31 As required by Florida Statute 1008.25 (4)(b), schools must develop, in consultation with the  
32 student's parent(s), a School District of Osceola County Academic Improvement Plan (AIP)  
33 for students who do not meet district and state levels of proficiency in reading, writing,  
34 mathematics, and/ or science. (Science will be added upon completion by the State.) Each  
35 Academic Improvement Plan must outline an intensive remedial program in the area(s) of  
36 weakness designed to assist the student in meeting state and/or district expectations for  
37 proficiency.

38  
39 **The Academic Improvement Plan must clearly identify the:**

- 40 1. specific, diagnosed academic needs to be remediated,
- 41 2. success-based intervention strategies to be used, and
- 42 3. the how, when, how often, by whom, and how long intensive remedial
- 43 instruction is to be provided, and
- 44 4. monitoring and reevaluation activities to be employed.

45  
46 **1. Steps for Implementing the AIP**

47 Each student who does **not** meet the levels of performance as determined by the  
48 district **must** be provided with additional diagnostic assessments to determine the  
49 nature of the student's difficulty and areas of academic need.

- 1           ▪ Data from the additional assessments are to be used to formulate the
- 2           student's AIP.
- 3           ▪ Schools shall also provide for the frequent monitoring of the student's
- 4           progress. FS 1008.25(4)(b).
- 5           ▪ Diagnosis and remediation will occur as soon as possible after a student has
- 6           been identified as deficient in reading, writing, mathematics, and/or science
- 7           upon completion of science proficiency levels by the State, FS 1008.25(4)(a).
- 8           ▪ If the student identification occurs during the fourth marking period, the
- 9           diagnosis will be made at the beginning of the following school year with
- 10          remediation immediately following.

11  
12          If the documented deficiency is not remediated according to the AIP, the student may  
13          be retained.

14  
15                   **Diagnostic assessments may include, but are not limited to:**

- 16                   ▪ teacher assessment
- 17                   ▪ text/placement tests
- 18                   ▪ reading running records
- 19                   ▪ diagnostic software
- 20                   ▪ STAR Reading
- 21                   ▪ STAR Math.

22  
23                   Intensive instruction is usually associated with the following:

- 24                   ▪ diagnostic/ prescription
- 25                   ▪ targeted to specific skill development
- 26                   ▪ variety of opportunities for repetitions (repeated exposure)
- 27                   ▪ smaller chunks of text or content
- 28                   ▪ guided and independent practice
- 29                   ▪ skill development and practice integrated into all activities
- 30                   ▪ frequent monitoring
- 31                   ▪ criterion-based evaluation of success

32  
33          Students in grades 6-8 whose performance in reading, writing, mathematics, and/ or  
34          science requires remediation **must** have an AIP or comparable individual academic  
35          plan.

- 36           ▪ Students whose performance is minimally below grade level may need an
- 37           AIP.
- 38           ▪ AIP's are required for Grades 6-8 students who are performing below grade
- 39           level.

40  
41          An existing AIP is to be **closed** at the conclusion of the school year.

- 42           ▪ At that time, the teacher(s) of the student who had an AIP is to make
- 43           recommendations regarding the student's educational program for the
- 44           following year.
- 45           ▪ The AIP should be placed in the student's permanent record at the close of
- 46           each year or at the time of student withdrawal.

47  
48          If a student is to continue remediation during the following year, he or she is to  
49          receive a **new AIP**.

- 50           ▪ The new AIP is to be developed through the collaboration of the receiving
- 51           teacher(s) and the parent(s)/guardian(s) and approved by the principal.

- Recommendations of the sending teacher(s) are to be reviewed as part of the AIP progress.

Students who do not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics, and/ or science must continue remedial instruction until expectations are met.

## 2. LEP Students – Academic Improvement Plan Process

Amended 07-15-03

Limited English Proficient students who are unable to demonstrate mastery in academic subject areas as described in the Student Progression Plan will be referred to an Academic Improvement Plan/LEP committee. This committee will develop an academic improvement plan for the student in accordance with the following guidelines and procedures: Adopted 6/27/00

- The reason for the academic under-performance of an LEP student must **not** imply that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.
- Establish lack of academic progress in reading, writing, mathematics, and/ or science using a composite of indicators that includes, but is not limited to: grade level checklist, pre-tests and post-tests, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.
- The first AIP/LEP committee meeting develops an academic improvement plan that includes a list of intensive remedial instructional strategies designed to assist the LEP student (NOTE: ESOL accommodations are not considered remedial strategies).
- The second AIP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the LEP student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/or mathematics is provided based on the student's deficiencies.
- If the LEP student still has not made satisfactory progress after implementing the academic improvement plan for at least 27 weeks, the LEP committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, number of years in the U.S., current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

1           **3. Gifted Students**

2           For a gifted student who is performing below grade level, it is not appropriate to  
3           develop an AIP. Accommodations and/or interventions are to be addressed through  
4           the Gifted Educational Plan (GEP) process.

5  
6           **4. Students with Disabilities –Academic Improvement Plan Process**

7  
8           **a. 504 Students** Amended 07-01-04

9           An AIP is to be written for a 504 student who is performing below grade level  
10          in reading, writing, or mathematics.

11  
12          **b. ESE Students – Academic Improvement Plan Process**

13  
14          **34 Code of Federal Regulations Section 300.347**

15  
16          (a) The IEP for each child with a disability must include:

17          (1) A statement of measurable annual goals, including benchmarks or short-term objectives,  
18          related to—

19          (2)(I) Meeting the child’s needs that result from the disability to enable the child to be involved in  
20          and progress in the general curriculum.

21  
22                   When an ESE student is determined to be performing below grade level in reading,  
23                   writing, or mathematics, the IEP Committee must be convened to revisit the IEP.  
24                   The goals and objectives on the student’s IEP **must** address **all** of the student’s  
25                   educational deficiencies, including the student’s below-grade-level performance.  
26                   The deficiencies must be addressed by developing specific goals and objectives that  
27                   directly correlate to **all** areas of deficiency.

28  
29                   In addition, the IEP Committee must also consider developing an AIP to address the  
30                   student’s educational needs in reading, writing, and/or mathematics. The AIP should  
31                   also be developed with the involvement of the parent(s)/guardian(s).

32  
33          **F. Middle School Success Plan** Adopted 07-01-04

34  
35          Per FS 1008.25, beginning with the 2004-2005 school year, each principal of a school with  
36          grades 6, 7, or 8 shall designate a certified staff member at the school to develop and  
37          administer a personalized middle school success plan for each entering sixth grade student  
38          who scored below Level 3 in reading on the most recently administered FCAT.

39  
40          Each student’s success plan must be:

- 41           • incorporated in the student’s academic improvement plan.
- 42           • developed in collaboration with the student and his or her parent,
- 43           • implemented until the student completes the eighth grade or scores at Level 3 or  
44           above in reading on the FCAT, and
- 45           • included as part of:
  - 46           ▪ a progress report or report card,
  - 47           ▪ a general orientation at the beginning of the school year, or
  - 48           ▪ an electronic mail or other written correspondence.

49  
50          Each student’s success plan must:

- 51           • identify educational goals and intermediate benchmarks for the student in the core  
52           curriculum areas;

- be based upon academic performance data and the identification of the student's strengths and weaknesses;
- include academic intervention strategies with frequent progress monitoring;
- provide innovative methods to promote the student's advancement which may include:
  - flexible scheduling,
  - tutoring,
  - focus on core curricula,
  - online instruction,
  - an alternative learning environment, and
  - other interventions that have been shown to accelerate the learning process.

#### G. Remediation and Retention

Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07/01/02, & 07-15-03

- **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.** FS 1008.25 (6)(a), Adopted 6/19/01
- **Retention decisions will not be made on a single test score.** Adopted 6/19/01
- Students in grades 6-8 who are identified as being considerably or substantially below grade level in reading, writing, mathematics, and/or science (once science proficiency levels are set by the State) **must** receive remediation or be retained with an intensive program that is different from the previous year's program and takes into account the student's learning style. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with an AIP.
- The following options are available for students who have not met the levels of performance for student progression:
  - remediate before the beginning of the next school year and promote,
  - promote and remediate during the following year with more intensive intervention and remediation strategies identified in the revised Academic Improvement Plan,
  - retain and remediate using an alternative program of instructional delivery.

An appropriate placement, which differs from the present placement, must be considered for a student who has been retained two or more years, FS 1008.25(2)(b).

- Students classified as retained after the summer programs will be eligible for such appropriate placement. Recommendation for placement is to be determined on an individual basis considering:
  - Teacher recommendations
  - Parent recommendations
  - Test scores -- FCAT-SSS, FCAT-NRT, SAT-9
  - Child study assessment
  - LEP committee recommendation for LEP students.
- The principal, upon written authority from the Superintendent, may promote a student who has been previously retained if the principal determines that standards have been met and the student will be able to benefit from instruction at the higher grade. If the

1 placement involves a new school, the assignment will occur at the time agreed upon by  
 2 both the sending and receiving principal. Amended 6/15/99  
 3

- 4 ▪ Eighth grade students who are placed in the ninth grade will be enrolled in a mandatory  
 5 remediation program.  
 6
- 7 ▪ Eighth grade students promoted to the ninth grade may take courses during the regular  
 8 summer school for acceleration.  
 9

10 **H. Attendance for Promotion Grades 6-8** Amended 6/30/92, 7/2/96, & 6/27/00  
 11

- 12 1. Students, to include LEP students, who miss more than ten (10) days per semester  
 13 (2 days per semester during the summer school) will **not** be promoted except as  
 14 follows:  
 15
  - 16 ▪ If medical evidence is presented to the principal from a competent medical  
 17 authority to excuse absences in excess of ten (10) days.  
 18
  - 19 ▪ Extenuating circumstances as determined by the principal based on  
 20 recommendations of teachers, counselors, or Student Services workers.  
 21
- 22 2. School activities shall not be counted as absences. Assigned work shall be turned in  
 23 on the day indicated by the teacher.  
 24
- 25 3. Eighth grade students enrolled in high school courses for credit shall be subject to  
 26 the same attendance requirements as high school students for those courses only.  
 27 Amended  
 28 07/01/02  
 29

30 **I. Retention – Special Program Considerations**  
 31

32 **1. LEP Students**

Revised 6/27/00

- 34 ▪ An LEP student may be retained when there is lack of academic progress in  
 35 grade level concepts.  
 36
- 37 ▪ The LEP committee shall meet to document the evidence indicating lack of  
 38 academic progress and to recommend retention. The parent/guardian shall be  
 39 invited to attend.  
 40
- 41 ▪ The teacher(s) must show extensive documentation of the ESOL strategies used  
 42 to provide the student with understandable instruction.  
 43
- 44 ▪ The reason for retention **must not imply** the student needs an extra year to  
 45 learn English or that the under-performance is due to the child's limited English  
 46 proficiency.

46 **2. Students with Disabilities**  
 47

48 **a. 504 Students** Amended 07-01-04  
 49

50 A student with a 504 Plan must meet the district levels of performance.  
 51

1                   **b.     ESE Students**

2  
3                   A student enrolled in ESE **must** meet the district performance levels **unless**  
4                   their IEP includes documentation that the student is unable to meet the levels  
5                   of performance, such as:

- 6                   ▪ the student's demonstrated cognitive ability and behavior prevent  
7                   the student from completing required classwork and achieving the  
8                   Sunshine State Standards even with appropriate and allowable  
9                   classwork accommodations,  
10                  ▪ the student is unable to apply or use academic skills at a minimal  
11                  competency level in the home or community.

12  
13                  A student enrolled in the ESE program(s) is considered to have met  
14                  promotion requirements when they have achieved the appropriate  
15                  instructional goals of the curriculum specified on their IEP. The primary  
16                  responsibility for determining each student's level of performance is that of  
17                  the special program teacher and the general education teacher.

18  
19                  Below are some of the factors that the IEP team may consider:

- 20                  ▪ previous retention history,  
21                  ▪ current goals and objectives on the student's IEP,  
22                  ▪ social/emotional behavior,  
23                  ▪ attendance,  
24                  ▪ placement and a possible change in the current placement,  
25                  ▪ grades,  
26                  ▪ current modifications/accommodations/services.

27  
28                  When a retained student is being considered for promotion after the school year  
29                  begins and involves attendance at another school (for example, from middle to high  
30                  school) such promotion shall be made only at the beginning of the school year.  
31                  Exceptions to this rule may be made if the sending and receiving principals agree  
32                  that a promotion during the school year is in the best interest of the student and is  
33                  approved by the Superintendent. Amended 07-15-03

34  
35                  Retention of exceptional students shall be limited to one year in the middle school  
36                  grades unless otherwise determined by an Individual Education Planning (IEP) team.  
37                  Amended 7/21/98

38  
39                  **J.     Remediation Programs** Amended 07-15-03

40  
41                  **1.     Program Description**

42                  Remediation must be based on the results of diagnostic assessment(s) and it must  
43                  be systematically embedded in the total educational program for the student. The  
44                  daily instruction for the student will be modified based on both the diagnosis and the  
45                  contents of the AIP or other educational plan(s) (e.g., IEP, LEP Plan). Remediation  
46                  must include an instructional program that is not identical to that provided during the  
47                  previous school year.

48  
49                  The AIP must include one or more of the following instructional intervention  
50                  strategies:

- 51                  ▪ tutoring  
52                  ▪ classroom organization

- instructional alternatives
- assignment alternatives-adaptations
- ESE referral
- before/ after school instruction
- summer school
- other (see Florida Statute 1008.25).

Parents of students who have been retained or identified as needing remediation may contract with state certified teachers or enroll students in an approved remedial program to teach individual students in lieu of attendance in a remedial school program. However, if the parent chooses this option, he or she must notify the child's school principal in writing within fifteen (15) days after the AIP conference. Such students will be required to pass a school-approved exam.

## 2. Jump Start Remedial Program

Beginning with the 1999-2000 school year, graduating eighth grade students whose test scores fall in the lowest quartile or who have been identified as needing assistance in one or more areas of mathematics, reading, writing, and/or study skills will be required to complete an intensive summer program at the high school designed to provide students with skills needed to be successful in high school. Upon successful completion of the summer program students will receive 1.5 elective high school credits. Students who fail to master needed skills in the summer school will continue in the program during the fall semester. Amended 7/2/96

### 1008.25 Public school student progression; remedial instruction; reporting requirements.--

(1) INTENT.--It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

(2) COMPREHENSIVE PROGRAM.--Each district school board shall establish a comprehensive program for student progression which must include:

(a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

(c) Appropriate alternative placement for a student who has been retained 2 or more years.

(3) ALLOCATION OF RESOURCES.--District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b).

(4) ASSESSMENT AND REMEDIATION.--

1 (a) Each student must participate in the statewide assessment tests required by s. 1008.22. Each  
 2 student who does not meet specific levels of performance as determined by the district school  
 3 board in reading, writing, science, and mathematics for each grade level, or who does not meet  
 4 specific levels of performance as determined by the commissioner on statewide assessments at  
 5 selected grade levels, must be provided with additional diagnostic assessments to determine the  
 6 nature of the student's difficulty and areas of academic need.

7 (b) The school in which the student is enrolled must develop, in consultation with the student's  
 8 parent, and must implement an academic improvement plan designed to assist the student in  
 9 meeting state and district expectations for proficiency. Beginning with the 2002-2003 school year, if  
 10 the student has been identified as having a deficiency in reading, the academic improvement plan  
 11 shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency,  
 12 comprehension, and vocabulary; the desired levels of performance in these areas; and the  
 13 instructional and support services to be provided to meet the desired levels of performance.  
 14 Schools shall also provide for the frequent monitoring of the student's progress in meeting the  
 15 desired levels of performance. District school boards shall assist schools and teachers to implement  
 16 research-based reading activities that have been shown to be successful in teaching reading to low-  
 17 performing students. Remedial instruction provided during high school may not be in lieu of English  
 18 and mathematics credits required for graduation.

19 (c) Upon subsequent evaluation, if the documented deficiency has not been remediated in  
 20 accordance with the academic improvement plan, the student may be retained. Each student who  
 21 does not meet the minimum performance expectations defined by the Commissioner of Education  
 22 for the statewide assessment tests in reading, writing, science, and mathematics must continue to  
 23 be provided with remedial or supplemental instruction until the expectations are met or the student  
 24 graduates from high school or is not subject to compulsory school attendance.

25 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

26 (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any  
 27 student who exhibits a substantial deficiency in reading, based upon locally determined or statewide  
 28 assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher  
 29 observations, must be given intensive reading instruction immediately following the identification of  
 30 the reading deficiency. The student's reading proficiency must be reassessed by locally determined  
 31 assessments or through teacher observations at the beginning of the grade following the intensive  
 32 reading instruction. The student must continue to be provided with intensive reading instruction until  
 33 the reading deficiency is remedied.

34 (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in  
 35 paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or  
 36 higher on the statewide assessment test in reading for grade 3, the student must be retained.

37 (c) The parent of any student who exhibits a substantial deficiency in reading, as described in  
 38 paragraph (a), must be notified in writing of the following:

- 39 1. That his or her child has been identified as having a substantial deficiency in reading.
- 40 2. A description of the current services that are provided to the child.
- 41 3. A description of the proposed supplemental instructional services and supports that will be  
 42 provided to the child that are designed to remediate the identified area of reading deficiency.
- 43 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be  
 44 retained unless he or she is exempt from mandatory retention for good cause.

1 5. Strategies for parents to use in helping their child succeed in reading proficiency.

2 6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of  
3 promotion and that additional evaluations, portfolio reviews, and assessments are available to the  
4 child to assist parents and the school district in knowing when a child is reading at or above grade  
5 level and ready for grade promotion.

6 7. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means  
7 promotion of a retained student at any time during the year of retention once the student has  
8 demonstrated ability to read at grade level.

9 (6) ELIMINATION OF SOCIAL PROMOTION.--

10 (a) No student may be assigned to a grade level based solely on age or other factors that  
11 constitute social promotion.

12 (b) The district school board may only exempt students from mandatory retention, as provided in  
13 paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:

14 1. Limited English proficient students who have had less than 2 years of instruction in an English  
15 for Speakers of Other Languages program.

16 2. Students with disabilities whose individual education plan indicates that participation in the  
17 statewide assessment program is not appropriate, consistent with the requirements of State Board  
18 of Education rule.

19 3. Students who demonstrate an acceptable level of performance on an alternative standardized  
20 reading assessment approved by the State Board of Education.

21 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level  
22 as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at  
23 least a Level 2 performance on the FCAT.

24 5. Students with disabilities who participate in the FCAT and who have an individual education plan  
25 or a Section 504 plan that reflects that the student has received the intensive remediation in  
26 reading, as required by paragraph (4)(b), for more than 2 years but still demonstrates a deficiency  
27 in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

28 6. Students who have received the intensive remediation in reading as required by paragraph  
29 (4)(b) for 2 or more years but still demonstrate a deficiency in reading and who were previously  
30 retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading  
31 instruction for students so promoted must include an altered instructional day based upon an  
32 academic improvement plan that includes specialized diagnostic information and specific reading  
33 strategies for each student. The district school board shall assist schools and teachers to implement  
34 reading strategies that research has shown to be successful in improving reading among low  
35 performing readers.

36 (c) Requests for good cause exemptions for students from the mandatory retention requirement as  
37 described in subparagraphs (b)3. and 4. shall be made consistent with the following:

38 1. Documentation shall be submitted from the student's teacher to the school principal that  
39 indicates that the promotion of the student is appropriate and is based upon the student's academic  
40 record. In order to minimize paperwork requirements, such documentation shall consist only of the  
41 existing academic improvement plan, individual educational plan, if applicable, report card, or  
42 student portfolio.

1 2. The school principal shall review and discuss such recommendation with the teacher and make  
 2 the determination as to whether the student should be promoted or retained. If the school principal  
 3 determines that the student should be promoted, the school principal shall make such  
 4 recommendation in writing to the district school superintendent. The district school superintendent  
 5 shall accept or reject the school principal's recommendation in writing.

6 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--  
 7

8 (a) Students retained under the provisions of paragraph (5)(b) must be provided intensive  
 9 interventions in reading to ameliorate the student's specific reading deficiency, as identified by a  
 10 valid and reliable diagnostic assessment. This intensive intervention must include effective  
 11 instructional strategies, participation in the school district's summer reading camp, and appropriate  
 12 teaching methodologies necessary to assist those students in becoming successful readers, able to  
 13 read at or above grade level, and ready for promotion to the next grade.  
 14

15 (b) Beginning with the 2004-2005 school year, each school district shall:  
 16

17 1. Conduct a review of student academic improvement plans for all students who did not score  
 18 above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good  
 19 cause exemptions in paragraph (6)(b). The review shall address additional supports and services,  
 20 as described in this subsection, needed to remediate the identified areas of reading deficiency. The  
 21 school district shall require a student portfolio to be completed for each such student.  
 22

23 2. Provide students who are retained under the provisions of paragraph (5)(b) with intensive  
 24 instructional services and supports to remediate the identified areas of reading deficiency, including  
 25 a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction  
 26 and other strategies prescribed by the school district, which may include, but are not limited to:

- 27 a. Small group instruction.
- 28 b. Reduced teacher-student ratios.
- 29 c. More frequent progress monitoring.
- 30 d. Tutoring or mentoring.
- 31 e. Transition classes containing 3rd and 4th grade students.
- 32 f. Extended school day, week, or year.
- 33 g. Summer reading camps.

34  
 35 3. Provide written notification to the parent of any student who is retained under the provisions of  
 36 paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and  
 37 the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b).  
 38 The notification must comply with the provisions of s. 1002.20(14) and must include a description of  
 39 proposed interventions and supports that will be provided to the child to remediate the identified  
 40 areas of reading deficiency.  
 41

42 4. Implement a policy for the mid-year promotion of any student retained under the provisions of  
 43 paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader,  
 44 reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts  
 45 may use in reevaluating any student retained may include subsequent assessments, alternative  
 46 assessments, and portfolio reviews, in accordance with rules of the State Board of Education.  
 47 Students promoted during the school year after November 1 must demonstrate proficiency above  
 48 that required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of  
 49 Education. The State Board of Education shall adopt standards that provide a reasonable  
 50 expectation that the student's progress is sufficient to master appropriate 4th grade level reading  
 51 skills.  
 52

1 5. Provide students who are retained under the provisions of paragraph (5)(b) with a high-  
 2 performing teacher as determined by student performance data and above-satisfactory  
 3 performance appraisals.

4  
 5 6. In addition to required reading enhancement and acceleration strategies, provide parents of  
 6 students to be retained with at least one of the following instructional options:

7  
 8 a. Supplemental tutoring in scientifically research-based reading services in addition to the regular  
 9 reading block, including tutoring before and/or after school.

10  
 11 b. A "Read at Home" plan outlined in a parental contract, including participation in "Families  
 12 Building Better Readers Workshops" and regular parent-guided home reading.

13  
 14 c. A mentor or tutor with specialized reading training.

15  
 16 7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus  
 17 of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive  
 18 accelerated reading instruction to grade 3 students who failed to meet standards for promotion to  
 19 grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ  
 20 Initiative shall:

21  
 22 a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment  
 23 system used in Reading First schools. The assessment must measure phonemic awareness,  
 24 phonics, fluency, vocabulary, and comprehension.

25 b. Be provided during regular school hours in addition to the regular reading instruction.

26 c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for  
 27 Reading Research at Florida State University and meets, at a minimum, the following  
 28 specifications:

29  
 30 (I) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at  
 31 grade level.

32 (II) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and  
 33 comprehension.

34 (III) Provides scientifically based and reliable assessment.

35 (IV) Provides initial and ongoing analysis of each student's reading progress.

36 (V) Is implemented during regular school hours.

37 (VI) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting  
 38 proficiency levels for the appropriate grade in all academic subjects.

39  
 40 8. Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3  
 41 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the  
 42 Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in  
 43 one school year. The Intensive Acceleration Class shall:

44  
 45 a. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT  
 46 and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion  
 47 of the FCAT.

48 b. Have a reduced teacher-student ratio.

49 c. Provide uninterrupted reading instruction for the majority of student contact time each day and  
 50 incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject  
 51 areas.

- 1 d. Use a reading program that is scientifically research-based and has proven results in  
 2 accelerating student reading achievement within the same school year.  
 3 e. Provide intensive language and vocabulary instruction using a scientifically research-based  
 4 program, including use of a speech language therapist.  
 5 f. Include weekly progress monitoring measures to ensure progress is being made.  
 6 g. Report to the Department of Education, in the manner described by the department, the progress  
 7 of students in the class at the end of the first semester.

8  
 9 9. Report to the State Board of Education, as requested, on the specific intensive reading  
 10 interventions and supports implemented at the school district level. The Commissioner of  
 11 Education shall annually prescribe the required components of requested reports.

12  
 13 10. Provide a student who has been retained in grade 3 and has received intensive instructional  
 14 services but is still not ready for grade promotion, as determined by the school district, the option of  
 15 being placed in a transitional instructional setting. Such setting shall specifically be designed to  
 16 produce learning gains sufficient to meet grade 4 performance standards while continuing to  
 17 remediate the areas of reading deficiency.

18 (8) ANNUAL REPORT.--

19 (a) In addition to the requirements in paragraph (5)(b), each district school board must annually  
 20 report to the parent of each student the progress of the student toward achieving state and district  
 21 expectations for proficiency in reading, writing, science, and mathematics. The district school board  
 22 must report to the parent the student's results on each statewide assessment test. The evaluation of  
 23 each student's progress must be based upon the student's classroom work, observations, tests,  
 24 district and state assessments, and other relevant information. Progress reporting must be provided  
 25 to the parent in writing in a format adopted by the district school board.

26 (b) Beginning with the 2001-2002 school year, each district school board must annually publish in  
 27 the local newspaper, and report in writing to the State Board of Education by September 1 of each  
 28 year, the following information on the prior school year:

- 29 1. The provisions of this section relating to public school student progression and the district school  
 30 board's policies and procedures on student retention and promotion.  
 31 2. By grade, the number and percentage of all students in grades 3 through 10 performing at  
 32 Levels 1 and 2 on the reading portion of the FCAT.  
 33 3. By grade, the number and percentage of all students retained in grades 3 through 10.  
 34 4. Information on the total number of students who were promoted for good cause, by each  
 35 category of good cause as specified in paragraph (6)(b).  
 36 5. Any revisions to the district school board's policy on student retention and promotion from the  
 37 prior year.

38 (9) STATE BOARD AUTHORITY AND RESPONSIBILITIES.--

39 (a) The State Board of Education shall have authority as provided in s. 1008.32 to enforce this  
 40 section.

41 (b) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the  
 42 administration of this section.

(9) TECHNICAL ASSISTANCE.--The department shall provide technical assistance as needed to aid district school boards in administering this section.

**History.**--s. 371, ch. 2002-387; s. 8, ch. 2003-118.

## **K. Summer School**

### **1. LEP Students**

All categories of Limited English Proficient (LEP) students in grades K-5 , including Limited English Proficient (LEP) students are eligible to attend Summer School for either academic or language maintenance needs, provided the services are rendered at the school. The following requirements must be met:

- The need for summer school attendance must be documented in the student's individual LEP Plan.
- The specific academic or language maintenance needs of the student must be listed in the student's individual LEP Plan.
- The student's LEP Plan will serve as the summer school LEP Plan.

### **2. ESE Students**

The determination of Extended School Year (ESY) services is a decision of the Individual Educational Planning team and should be provided for the student if the skills learned during the school year will significantly jeopardized through regression without them.

Adopted 6/27/00

### **3. Home Education Students**

Home education students may participate in summer school if it is available and if they meet the same eligibility requirements as established for all regularly attending students.

Students who expect to earn Summer School credit in a home education program must register with the Superintendent by the end of the first grading period (second week) of summer school.

1 **IV. REPORTING STUDENT PROGRESS**

2  
3 **A. Parent(s)/Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04

5  
6 Florida Statute 1008.25(7)(a) specifies that the district school board must  
7 annually report to the parent of each student the progress of the student  
8 towards achieving state and district expectations for proficiency in reading,  
9 writing, science and mathematics, including the student's results on each  
10 statewide assessment test. The evaluation of each student's progress must  
11 be based upon the student's classroom work, observations, tests, district and  
12 state assessments, and other relevant information. Progress reporting must  
13 be provided to the parent in writing in the format adopted by the district  
14 school board. No one test with a single administration should determine  
15 promotion or retention. The preponderance of evidence from evaluations  
16 should be used to determine if a student is ready for the work of the next  
17 grade.

18  
19 **B. Report Cards** Amended 07-15-03

20 Florida Statute 1003.33(1) requires that district report cards for all secondary  
21 school students must clearly grade or mark:

- 22                   ▪ the student's academic performance in each class or course in  
23 grades 1-12 (based upon examinations as well as written  
24 papers, class participation and other academic performance  
25 criteria);
- 26                   ▪ the student's conduct and behavior; and
- 27                   ▪ the student's attendance, including absences and tardiness.

28 The student's final report card for a school year shall contain a statement  
29 indicating end-of-year status regarding performance or nonperformance at  
30 grade level, acceptable or unacceptable behavior and attendance and  
31 promotion or nonpromotion.

- 32
- 33                   ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,  
34 6-8, 9-12) as the primary means of reporting student progress.
- 35
- 36                   ▪ With the approval of the Superintendent and the School Board, schools may  
37 develop additional or supplementary instruments, which may be used in  
38 conjunction with the standard report card. Amended 7/29/97 & 6/25/99
- 39
- 40                   ▪ Report cards shall be issued for all students, 6-8, at the close of each grading  
41 period. Amended 6/30/92
- 42
- 43                   ▪ Progress Reports may be issued at the end of the extended year programs and  
44 services, i.e., summer school, Saturday school, before and after school  
45 programs. Adopted 6/27/00
- 46
- 47                   ▪ Parents are to be notified in writing midway in a nine week grading period or at  
48 any time during a grading period when it is apparent that the student may not

1 pass or is performing unsatisfactorily in any course or grade level. The county  
 2 Deficiency/Progress Report and/or approved electronic Progress Report form will  
 3 be used for this notification.

4 Amended 6/15/99 & 6/27/00

- 5
- 6 ■ Report cards for Limited English Proficient (LEP) students must be in the primary  
 7 language of the parent/guardian, whenever feasible. These primary language  
 8 report cards are to be attached to the English report card. Adopted 6/27/00

### 9

## 10 C. General Rules of Marking

### 11

#### 12 Report Card Grades (Amended 07-01-04):

- 13 1. Teachers will determine report card grades that provide the student and the  
 14 student's parents(s)/guardians(s) with an objective evaluation of the student's  
 15 scholastic achievement, and effort.
  - 16 ■ Marks are based on the quality of student performance relative to  
 17 expected levels of achievement of the Sunshine State Standards that  
 18 the teacher observes and evaluates.
  - 19 ■ The student's academic grades are to reflect academic achievement.  
 20 The quality of the work will be assessed by multiple measures that  
 21 include, but not limited to:
    - 22 ■ teacher observations (oral presentations or reports, speeches,  
 23 recitations, impromptu speaking, student participation and  
 24 demonstrations);
    - 25 ■ classroom assignments (reports, term or research papers,  
 26 models, projects, exhibits, posters, computer programs and  
 27 homework);
    - 28 ■ examinations (essay, multiple-choice and completion tests,  
 29 oral tests and skill tests requiring demonstrations);
    - 30 ■ alternative methods (portfolios and performance assessment).
- 31
- 32 2. The teacher will record a sufficient number of grades/marks to justify the  
 33 marking-period grade/mark. A marking-period grade is not based solely on a  
 34 single project. Passing grades on report cards indicate that the student is  
 35 working within a range acceptable for the grade or subject, unless the subject  
 36 is clearly identified as remedial.
- 37
- 38 3. To receive a report card a student shall have been enrolled in school at least  
 39  $\frac{1}{2}$  of the forty-five day grading period as established by the official school  
 40 calendar. If a middle school student is enrolled for less than one-half ( $\frac{1}{2}$ ) of  
 41 the forty-five day grading period, a report card shall be issued, but a grade is  
 42 not required. The report card needs to reflect the date of entry and  
 43 attendance record. If a student withdraws, he shall be issued a grade on the  
 44 withdrawal form as of the date of withdrawal. Amended 7/2/96 & 6/27/00
- 45
- 46 4. Students are to receive grades in all subjects in which they have received  
 47 instruction that grading period.
- 48

1           5.    Change of Grades

2  
3           Once a grade has been entered into a report card or electronically entered  
4           into a system for the preparation of report cards, then any and all grade  
5           changes should be made as follows:

6  
7           REQUEST BY TEACHER FOR GRADE CHANGE:

- 8
- 9           • If the teacher who has made, entered or reported the grade feels it  
10           necessary to change the grade, he or she must submit a request in  
11           writing to the principal for a grade change.
  - 12
  - 13           • Whether the basis for the change is a mistake at the time of entry, or  
14           reconsideration of the assessment materials and evaluative sources, the  
15           teacher shall demonstrate in the writing the rationale, basis and support  
16           for the grade as intended to be entered on the change.
  - 17
  - 18           • The principal shall consider the request made by the teacher, and meet  
19           with the teacher as the principal deems necessary, and determine  
20           whether to make the change as requested.
  - 21
  - 22           • The principal shall determine the request in writing and provide a written  
23           explanation as to the basis for the determination to the requesting  
24           teacher.
  - 25
  - 26           • Following the direction of the principal, the grade may be changed or left  
27           unchanged. Only if directed by the written notification of the principal, may  
28           the teacher entered grade be changed.
  - 29
  - 30           • Should a change in grade be directed after the student and parent(s)/ or  
31           parent(s) have been first notified of the grade, then the grade change  
32           shall be made on an official notification form to the parents, which shall  
33           contain the reasons and methodology for the change.

34  
35           CHANGE OF GRADE WITHOUT TEACHER REQUEST:

- 36
- 37           • If a Principal considers changing a report card grade made, entered or  
38           reported by a teacher, he or she must report in writing to the teacher that  
39           he or she is considering a student report card grade change.
  - 40
  - 41           • The teacher will be afforded an opportunity in writing to present the  
42           rationale, basis and explanation for the grade as was entered.
  - 43
  - 44           • The principal shall consider the teacher's written support in making the  
45           grade.
  - 46
  - 47           • If the principal should determine to leave the grade as was entered  
48           unchanged, the principal need take no further action. If the principal  
49           determines to make a grade change over the teacher's objection, the  
50           principal shall set forth in writing the reason for the grade change, and  
51           provide therein a basis for the change of grade.
- 52

- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and parents(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on an official notification form to the parents, which shall contain the reasons and methodology for the change.

**D. Description and Definition of Marks** Amended 07-15-03

Schools shall adhere to the following evaluation plan for grading and reporting student progress. The same evaluation plan applies to Limited English Proficient (LEP).

Amended 6/15/99, 6/27/00, 6/19/01, & 07/01/02

1. In grades 6-8, the determination of individual nine weeks' grades may be computed by one of the following two systems. However, for the determination of end-of-year final grades for promotion, see III.A.

**a. Grades 6-12 Percent Point Value Definition**

Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale below: Amended 6/19/01

| <u>Grade</u> | <u>Percent</u> | <u>Definition</u>          |
|--------------|----------------|----------------------------|
| A            | 90-100         | outstanding progress       |
| B            | 80-89          | above average progress     |
| C            | 70-79          | adequate progress          |
| D            | 60-69          | lowest acceptable progress |
| F            | 0-59           | failure                    |
| I            | 0              | incomplete                 |

**b. Grades 6-8 Grade Point System**

Adopted 7/01/02, Amended 08/20/02

| <u>Grade</u> | <u>Point</u> | <u>Definition</u>          |
|--------------|--------------|----------------------------|
| A            | 3.5 – 4.0    | outstanding progress       |
| B            | 2.5 – 3.4    | above average progress     |
| C            | 1.5 – 2.4    | adequate progress          |
| D            | 1.0 – 1.4    | lowest acceptable progress |
| F            | 0 – 0.49     | failure                    |
| I            | 0            | incomplete                 |

2. If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F." At the teacher's discretion a longer period of time may be allowed for make up work.

3. For **Special Area/ Exploratory classes in grades 6-8**, the following grading scale may be used: Adopted 6/30/92

|   |    |                     |
|---|----|---------------------|
| S | -- | Successful Progress |
| N | -- | Needs Improvement   |

U -- Unsuccessful Progress

4. Final grades are awarded on a yearly basis in middle school.
- When two nine weeks are used to determine a final grade, each nine weeks shall count 50% of the final grade. The total will be divided by two (2).
  - If a semester exam is given, each nine weeks' grade and the final exam grade shall count 20% of the final grade, and the total shall be divided by five (5).
- Amended 6/30/92, 7/2/96, & 08/20/02

**E. Guidelines for Grading and Reporting Academic Progress of LEP Students**

Revised 6/27/00

The course grade and academic progress of LEP students will be based on the results of teacher observation, alternative assessments, and modified tests used to assess the understandable instruction provided through the use of ESOL teaching strategies, appropriate instructional materials, and curriculum accommodations.

If there is a continued pattern of failure in classroom performance and assessments, the LEP committee shall meet to review the reasons for the student's lack of progress. The reason(s) documented for the academic under-performance of an LEP student **cannot imply** that he/she needs an extra year to learn English or that it is due to the student's lack of English proficiency.

The following documentation needs to be in the student permanent records:

- Documentation of the ESOL strategies used by the ESOL language arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.
- The records of parental contacts or attempts made to inform the parent/guardian of the student's under-performance. When applicable, copies of the deficiency reports signed by the student and parent/guardian. Notices to parent/guardian of LEP students must be provided in the home/native language, whenever feasible.
- The instructional support requested by the teacher(s) to provide additional assistance for the student from the ESOL Assistant and Compliance Specialist available at the school.

**F. District/ State Assessment Programs** Amended 07-15-03

All students must participate in all regular district and state assessments for accountability purposes (Florida Statute 1008.22, 1008.25(4)(a)). Each student in grades 6-8 must participate in the Spring SAT-10 testing for Reading Comprehension and Math Problem Solving subtests.

Home education students who wish to participate in the Florida Comprehensive Assessment Test (FCAT) may do so under the following conditions:

Adopted 6/19/01

- Home education students may take the FCAT only at the school for which they are zoned.

- 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - 13
  - 14
  - 15
  - 16
  - 17
  - 18
  - 19
  - 20
  - 21
  - 22
  - 23
  - 24
  - 25
  - 26
  - 27
  - 28
  - 29
  - 30
  - 31
  - 32
  - 33
  - 34
  - 35
  - 36
  - 37
  - 38
  - 39
  - 40
  - 41
  - 42
  - 43
  - 44
  - 45
  - 46
  - 47
  - 48
  - 49
  - 50
  - 51
  - 52
- Home education students must abide by all the rules of the Student Code of Conduct while on any Osceola County school campus. Failure to do so will result in the removal of the student from the campus and loss of testing privileges.
  - Home instruction parents must notify the appropriate school(s) of their intention to participate in testing at least two weeks in advance of the scheduled assessment.

**G. Accommodations of District/ State Assessments for Special Program Students**

**1. LEP Students**

The LEP Committee will review each ESOL student's progress to determine whether a accommodation is necessary. Test accommodations, based on the recommendations of the LEP Committee, may include: flexible setting, flexible scheduling, flexible timing, English/heritage language dictionary, and assistance in the heritage language.

**2. Students with Disabilities**

**a. 504 Students** Amended 07-01-04

Students with 504 plans may receive accommodations on both district and state assessments. The student's Section 504 Plan should address the accommodations that are regularly provided for classroom activities and assessment and should guide decisions on accommodations for specific test situations. However, allowable accommodations for statewide tests are limited to those listed in the State Board Rule and the state test administration manuals.

Accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation, and/ or flexible format.

**b. ESE Students**

Test accommodations during district/state testing will be implemented as specified in the student's IEP. The IEP must specify:

- assessment name,
- area of assessment (e.g., reading, mathematics, etc.),
- standard administration, and
- accommodation(s):
  - ✓ flexible setting,
  - ✓ flexible scheduling,
  - ✓ flexible timing,
  - ✓ flexible responding,
  - ✓ flexible presentation, and/ or
  - ✓ flexible format.

1           **H. Exemptions from District/State Assessments for**  
 2           **Special Program Students**

3  
 4           **1. LEP Students**

5  
 6           An LEP student whose Home Language Survey (HLS) date precedes a  
 7           district/state testing date by less than one year may be exempted  
 8           individually by specific action of the LEP Committee. **It is strongly**  
 9           **recommended all be tested.** A district-approved alternate assessment  
 10          must be administered to those LEP students who have been exempted  
 11          from a district and/or state assessment.           Adopted 07/01/02

12  
 13          **2. Students With Disabilities**

14  
 15          **a. 504 Students**

16          Students with 504 plans **may not** be exempted from state  
 17          assessments.

18  
 19          **b. ESE Students**

20          The IEP committee determines whether a student with a disability  
 21          participates in state and district assessments. The decision to  
 22          exclude any student with a disability must be documented on the IEP  
 23          and must meet the following criteria:

- 24           • the student demonstrated cognitive ability prevents the  
 25           student from completing required coursework, and achieving  
 26           the benchmarks of the Sunshine State Standards, even with  
 27           appropriate and allowable accommodation; AND
- 28           • the student requires extensive direct instruction to  
 29           accomplish the application and transfer of skills  
 30           competencies needed for domestic, community living,  
 31           leisure, and vocational activities.

32  
 33          Students who are excluded from state and district assessment will be  
 34          assessed through an alternate assessment procedure identified by the  
 35          IEP team and documented on the IEP.

36  
 37          **I. Annual Report in Local Newspaper Adopted 07-15-03**

38  
 39          Beginning with the 2002-2003 school year, each district school board must  
 40          annually publish in the local newspaper, and report in writing to the State  
 41          Board of Education by September 1 of each year, the following information on  
 42          the prior school year:

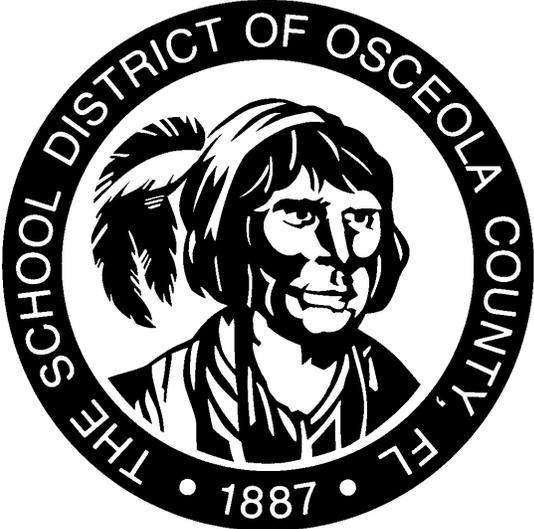
- 43           ▪ the district school board's policies and procedures on student  
 44           retention and promotion;
- 45           ▪ by grade, the number and percentage of all students in grades 3  
 46           through 10 performing at levels 1 and 2 on the reading portion of  
 47           the FCAT;
- 48           ▪ by grade, the number and percentage of all students retained in  
 49           grades 3 through 10;
- 50           ▪ information on the total number of students who were reported for  
 51           good cause by each category of good cause as specified in FS  
 52           1008.25 (6)(b);

1  
2  
3

- any revisions to the district school board's policy on student retention and promotion from the prior year. FS 1008.25 (8)(b).

1  
2  
3  
4  
5  
6

**THE SCHOOL DISTRICT OF  
OSCEOLA COUNTY, FLORIDA**



7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17

**2004-2005  
HIGH SCHOOL  
STUDENT PROGRESSION PLAN**

**Grades 9-12**

**Effective July 01, 2004**

1  
2  
3 **THE SCHOOL DISTRICT OF**  
4 **OSCEOLA COUNTY, FLORIDA**

5  
6 **SCHOOL BOARD MEMBERS**

7  
8 **CHAIRMAN**

9 Tom Greer

10  
11 Thomas E. Chalifoux, Jr.

12 John McKay

13 David E. Stone

14 Jay Wheeler

15  
16 **SUPERINTENDENT**

17 Blaine Muse

18  
19  
20 **STUDENT PROGRESSION PLAN TASK FORCE**

21  
22 Melba Luciano, Assistant Superintendent

23 **CURRICULUM AND INSTRUCTION**

24  
25 Angela Marino, Coordinator

26 John Boyd, Instructional Research and Evaluation Specialist

27 **OFFICE OF RESEARCH, EVALUATION, & ACCOUNTABILITY**

28 (407) 870-4056

29  
30 **HIGH SCHOOL CONTRIBUTORS**

31 Annalee Meadows, Director of Secondary Programs

32 Jim Kish, Director of Technical and Adult Education

33 Willie Ausherman, Director of Community High School

34 George Sullivan, Principal, St. Cloud High School

35 Sonia Vazquez, Coordinator of Charter and Choice Schools

36  
37 **SPECIAL PROGRAMS CONTRIBUTORS**

38 Penny Collins, Director of Exceptional Student Education

39 Daryla Bungo, Director of Student Services

40 Dalia Medina, Coordinator of Multicultural Education

41 Don L. Miller, Director of Special Programs

42 Beth Rattie, Coordinator of Alternative Programs

43 Sonia Esposito, Coordinator of Charter and Choice Schools

44

## TABLE OF CONTENTS

|    |            |   |           |
|----|------------|---|-----------|
| 1  |            |   |           |
| 2  |            |   |           |
| 3  | <b>I.</b>  | <b>ENTRY AND ATTENDANCE REQUIREMENTS</b>                | <b>6</b>  |
| 4  | A.         | Initial Entry Requirements                              | 6         |
| 5  |            | 1. Evidence of Age                                      | 6         |
| 6  |            | Maximum Age Limit for Attendance                        | 7         |
| 7  |            | 2. Health Requirements                                  | 7         |
| 8  |            | a. Certificate of Physical Examination                  | 7         |
| 9  |            | b. Proof of Tuberculin Test                             | 9         |
| 10 |            | c. Immunization   | 9         |
| 11 |            | 3. Residency Requirements                               | 10        |
| 12 | B.         | Placement of Transfer Students                          | 10        |
| 13 |            | 1. General Transfer Information                         | 10        |
| 14 |            | 2. Placement of Transfer Students – Grades 9-12         | 11        |
| 15 |            | 3. Students Who Are Not Residing with Their             |           |
| 16 |            | Natural Parents or Legal Guardian                       | 12        |
| 17 |            | 4. Student Custody                                      | 12        |
| 18 |            | 5. Limited English Proficient (LEP) Students            | 12        |
| 19 |            | 6. Students with Disabilities                           | 13        |
| 20 |            | a. 504 Students   | 13        |
| 21 |            | b. Exceptional Student Education (ESE) Students         | 13        |
| 22 |            | 7. Home Education                                       | 13        |
| 23 | C.         | Attendance Guidelines                                   | 14        |
| 24 |            | 1. Student Absences                                     | 15        |
| 25 |            | a. Excused Absences                                     | 15        |
| 26 |            | b. Permitted Absences                                   | 16        |
| 27 |            | c. Unexcused Absences                                   | 16        |
| 28 |            | 2. Students with Disabilities                           | 17        |
| 29 |            | a. 504 Students   | 17        |
| 30 |            | b. ESE Students   | 17        |
| 31 |            | 3. Hospital/Homebound Program                           | 18        |
| 32 |            | 4. Student Absences for Religious Reasons               | 18        |
| 33 | D.         | Student Withdrawals                                     | 18        |
| 34 |            | 1. Student Withdrawals During the                       |           |
| 35 |            | Last Two Weeks of the School Year                       | 18        |
| 36 |            | 2. Student Withdrawals for Enrollment in                |           |
| 37 |            | Home Education Programs                                 | 19        |
| 38 |            | 3. Student Withdrawals – ESE                            | 19        |
| 39 |            | 4. Student Withdrawals – Alternative Programs           | 19        |
| 40 |            |   |           |
| 41 | <b>II.</b> | <b>PROGRAM DESCRIPTION</b>                              | <b>20</b> |
| 42 | A.         | Florida System of School Improvement and Accountability | 20        |
| 43 |            | Student Performance – State K-20 Education Priorities   | 20        |
| 44 |            | 1. Curriculum Frameworks, Grades 9-12:                  |           |
| 45 |            | Basic and Adult Education                               | 21        |
| 46 |            | 2. Student Performance Standards                        | 21        |
| 47 |            | 3. Required Instruction                                 | 21        |
| 48 | B.         | Special Programs  | 23        |
| 49 |            | 1. LEP Students   | 23        |
| 50 |            | 2. Dropout Prevention Program (DOP)                     | 24        |
| 51 |            | Challenger Learning Center                              | 24        |
| 52 |            | 3. Gifted Education                                     | 25        |

|    |             |  |           |
|----|-------------|--|-----------|
| 1  | 4.          | Students with Disabilities_____  | 25        |
| 2  | a.          | 504 Students_____  | 25        |
| 3  | b.          | ESE Students_____  | 26        |
| 4  | C.          | Career and Technical Education_____  | 26        |
| 5  | D.          | Dual Enrollment_____   | 27        |
| 6  | E.          | Early Admission for Advanced Studies_____                                      | 28        |
| 7  | F.          | College Course Credit_____   | 29        |
| 8  | G.          | Credit from Correspondence_____  | 29        |
| 9  | H.          | Community Service Credit_____  | 29        |
| 10 | I.          | Course Substitutions_____  | 29        |
| 11 | J.          | Grade 8 Dual Enrollment for High School Credit_____                            | 29        |
| 12 | K.          | Home Instruction_____  | 30        |
| 13 |             |  |           |
| 14 | <b>III.</b> | <b>GRADE CLASSIFICATION_____</b>   | <b>32</b> |
| 15 | A.          | General Requirements – Grades 9-12_____  | 32        |
| 16 | B.          | Student Performance Levels for Reading, Writing and Mathematics_____           | 33        |
| 17 | 1.          | Required Program of Study – Grades 9-12_____                                   | 33        |
| 18 | 2.          | Teacher Judgment_____  | 33        |
| 19 | 3.          | Possible Grade Level Assessments_____  | 33        |
| 20 |             | Promotion of ESE Students_____   | 33        |
| 21 | C.          | Student Performance Level Chart, Grades 9-12_____                              | 34        |
| 22 | D.          | Academic Improvement Plan (AIP) Process_____                                   | 36        |
| 23 | 1.          | Steps for Implementing the AIP_____  | 36        |
| 24 | 2.          | LEP Students_____  | 37        |
| 25 | 3.          | Gifted Students_____   | 38        |
| 26 | 4.          | Students with Disabilities_____  | 38        |
| 27 | a.          | 504 Students_____  | 38        |
| 28 | b.          | ESE Students_____  | 38        |
| 29 | E.          | Remediation and Retention_____   | 39        |
| 30 | F.          | Attendance for Credit Grades 9-12_____   | 39        |
| 31 | G.          | Retention – Special Program Considerations_____                                | 40        |
| 32 | 1.          | LEP Students_____  | 40        |
| 33 | 2.          | Students with Disabilities_____  | 40        |
| 34 | a.          | 504 Students_____  | 40        |
| 35 | b.          | ESE Students_____  | 41        |
| 36 | H.          | Remediation Programs_____  | 41        |
| 37 | 1.          | Program Description_____   | 41        |
| 38 | 2.          | Jump Start Remedial Program_____   | 41        |
| 39 | I.          | Summer School_____   | 42        |
| 40 | 1.          | LEP Students_____  | 42        |
| 41 | 2.          | ESE Students_____  | 42        |
| 42 | 3.          | Home Education Students_____   | 42        |
| 43 |             |  |           |
| 44 | <b>IV.</b>  | <b>GRADUATION REQUIREMENTS_____</b>  | <b>49</b> |
| 45 | A.          | Course Credit Requirements_____  | 49        |
| 46 | B.          | Cumulative Grade Point Average Requirements_____                               | 51        |
| 47 |             | Grade Forgiveness Policy_____  | 51        |
| 48 | C.          | Florida Comprehensive Assessment Test Requirement_____                         | 52        |
| 49 | D.          | Student Standards for Participation in Extracurricular Student Activities_____ | 52        |
| 50 | E.          | Graduation Requirements for ESE Students_____                                  | 54        |
| 51 | 1.          | Accommodations to Basic Courses_____   | 54        |
| 52 | 2.          | Regular Diploma_____   | 55        |

|    |           |  |           |
|----|-----------|--|-----------|
| 1  | 3.        | Special Diploma Option 1_____                                  | 55        |
| 2  | 4.        | Special Diploma Option 2_____                                  | 57        |
| 3  | 5.        | Certificate of Completion_____                                 | 58        |
| 4  | 6.        | Special Certificate of Completion_____                         | 58        |
| 5  | 7.        | Changing Diploma Options_____                                  | 58        |
| 6  | 8.        | Transfers_____   | 58        |
| 7  | 9.        | Extended School Year Services_____                             | 58        |
| 8  | F.        | Types of Diplomas_____   | 59        |
| 9  | 1.        | Regular Diploma_____   | 59        |
| 10 | 2.        | Regular Diploma -- GED Exit Option_____                        | 59        |
| 11 | 3.        | Special Diploma_____   | 60        |
| 12 | 4.        | Certificate of Completion_____                                 | 61        |
| 13 | 5.        | Special Certificate of Completion_____                         | 61        |
| 14 | 6.        | GED_____   | 61        |
| 15 | G.        | Participation in Graduation Ceremonies_____                    | 61        |
| 16 | H.        | Award, Certificate, and Scholarship Criteria_____              | 62        |
| 17 | 1.        | Florida Bright Futures Scholarship Program_____                | 62        |
| 18 | 2.        | Florida Academic Scholars Award_____                           | 62        |
| 19 | 3.        | Florida Medallion Scholars Award_____                          | 63        |
| 20 | 4.        | Florida Gold Seal Vocational Scholars Award_____               | 63        |
| 21 |           |  |           |
| 22 | <b>V.</b> | <b>REPORTING STUDENT PROGRESS_____</b>                         | <b>65</b> |
| 23 | A.        | Parent(s)/Guardian(s) – Written Notification Requirements_____ | 65        |
| 24 | B.        | Report Cards_____  | 65        |
| 25 | C.        | General Rules of Awarding Grades and Credit_____               | 66        |
| 26 | D.        | Description and Definition of Marks_____                       | 69        |
| 27 | 1.        | Grades 6-12 Percent Point Value Definition_____                | 69        |
| 28 | 2.        | Pacer Point Scale for Determining Class Rank and               |           |
| 29 |           | Valedictorian/ Salutatorian_____                               | 69        |
| 30 | E.        | Guidelines for Grading and Reporting                           |           |
| 31 |           | Academic Progress of LEP Students_____                         | 70        |
| 32 | F.        | District/ State Assessment Programs_____                       | 70        |
| 33 | G.        | Accommodations of District/ State Assessment for               |           |
| 34 |           | Special Program Students _____                                 | 71        |
| 35 | 1.        | LEP Students_____  | 71        |
| 36 | 2.        | Students with Disabilities_____                                | 71        |
| 37 | a.        | 504 Students_____  | 71        |
| 38 | b.        | ESE Students_____  | 71        |
| 39 | H.        | Exemptions from District/State Assessment for                  |           |
| 40 |           | Special Program Students _____                                 | 71        |
| 41 | 1.        | LEP Students_____  | 71        |
| 42 | 2.        | Students with Disabilities_____                                | 72        |
| 43 | a.        | 504 Students_____  | 72        |
| 44 | b.        | ESE Students_____  | 72        |
| 45 | I.        | Annual Report in Local Newspaper_____                          | 72        |
| 46 |           |  |           |

1 **I. ENTRY AND ATTENDANCE REQUIREMENTS**

2  
3 All children who have attained the age of six (6) years or who will have attained the  
4 age of six (6) years by February 1 of any school year or who are older than six (6)  
5 years of age but who have not attained the age of sixteen (16) years are required to  
6 attend school regularly during the entire school term.

7  
8 **A. Initial Entry Requirements**

9  
10 It is the responsibility of parent(s)/ guardian(s) of students entering Osceola County  
11 schools for the first time to present the following at the time of registration:

12  
13 **1. Evidence of Age** Amended 6/27/95, 07-15-03

14  
15 Florida Statute 1003.21 requires that students enrolling in Florida public schools  
16 must present evidence of their age. Evidence submitted shall be a valid birth  
17 certificate, or other documentation of birth, as listed in Florida Statute 1003.21.  
18

19 Florida Statute 1003.21 School attendance.—

20 (1)(a)1. All children who have attained the age of 6 years or who will have attained the age of 6  
21 years by February 1 of any school year or who are older than 6 years of age but who have not  
22 attained the age of 16 years, except as otherwise provided, are required to attend school regularly  
23 during the entire school term.

24 2. Children who will have attained the age of 5 years on or before September 1 of the school year  
25 are eligible for admission to public kindergartens during that school year under rules adopted by the  
26 district school board.

27 (b) Any child who has attained the age of 6 years on or before September 1 of the school year and  
28 who has been enrolled in a public school or who has attained the age of 6 years on or before  
29 September 1 and has satisfactorily completed the requirements for kindergarten in a private school  
30 from which the district school board accepts transfer of academic credit, or who otherwise meets  
31 the criteria for admission or transfer in a manner similar to that applicable to other grades, shall  
32 progress according to the district's student progression plan. However, nothing in this section shall  
33 authorize the state or any school district to oversee or exercise control over the curricula or  
34 academic programs of private schools or home education programs.

35 (c) A student who attains the age of 16 years during the school year is not subject to compulsory  
36 school attendance beyond the date upon which he or she attains that age if the student files a  
37 formal declaration of intent to terminate school enrollment with the district school board. The  
38 declaration must acknowledge that terminating school enrollment is likely to reduce the student's  
39 earning potential and must be signed by the student and the student's parent. The school district  
40 must notify the student's parent of receipt of the student's declaration of intent to terminate school  
41 enrollment.

42 (d) Students who become or have become married and students who are pregnant shall not be  
43 prohibited from attending school. These students and students who are parents shall receive the  
44 same educational instruction or its equivalent as other students, but may voluntarily be assigned to  
45 a class or program suited to their special needs. Consistent with s. 1003.54, pregnant or parenting  
46 teens may participate in a teenage parent program. Pregnant students may attend alternative  
47 education programs or adult education programs, provided that the curriculum allows the student to  
48 continue to work toward a high school diploma.

1 (e) Consistent with rules adopted by the State Board of Education, children with disabilities who  
 2 have attained the age of 3 years shall be eligible for admission to public special education programs  
 3 and for related services under rules adopted by the district school board. Exceptional children who  
 4 are deaf or hard of hearing, visually impaired, dual sensory impaired, severely physically  
 5 handicapped, trainable mentally handicapped, or profoundly handicapped, or who have established  
 6 conditions, or exhibit developmental delays, below age 3 may be eligible for special programs; or, if  
 7 enrolled in other school readiness programs, they may be eligible for supplemental instruction.  
 8 Rules for the identification of established conditions for children birth through 2 years of age and  
 9 developmental delays for children birth through 5 years of age must be adopted by the State Board  
 10 of Education.

11 (f) Homeless children, as defined in s. 1003.01, must have access to a free public education and  
 12 must be admitted to school in the school district in which they or their families live. School districts  
 13 shall assist homeless children to meet the requirements of subsection (4) and s. 1003.22, as well as  
 14 local requirements for documentation.

15 (2)(a) The State Board of Education may adopt rules under which students not meeting the  
 16 entrance age may be transferred from another state if their parents have been legal residents of  
 17 that state.

18 (b) Each district school board, in accordance with rules of the State Board of Education, shall adopt  
 19 a policy that authorizes a parent to request and be granted permission for absence of a student  
 20 from school for religious instruction or religious holidays.

21 (3) The district school superintendent may authorize certificates of exemptions from school  
 22 attendance requirements in certain situations. Students within the compulsory attendance age limits  
 23 who hold valid certificates of exemption that have been issued by the superintendent shall be  
 24 exempt from attending school. A certificate of exemption shall cease to be valid at the end of the  
 25 school year in which it is issued.

26 (4) Before admitting a child to kindergarten, the principal shall require evidence that the child has  
 27 attained the age at which he or she should be admitted in accordance with the provisions of  
 28 subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any  
 29 child whom he or she believes to be within the limits of compulsory attendance as provided for by  
 30 law. If the first prescribed evidence is not available, the next evidence obtainable in the order set  
 31 forth below shall be accepted:

32 (a) A duly attested transcript of the child's birth record filed according to law with a public officer  
 33 charged with the duty of recording births;

34 (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of  
 35 baptism of the child, accompanied by an affidavit sworn to by the parent;

36 (c) An insurance policy on the child's life that has been in force for at least 2 years;

37 (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn  
 38 to by the parent;

39 (e) A passport or certificate of arrival in the United States showing the age of the child;

40 (f) A transcript of record of age shown in the child's school record of at least 4 years prior to  
 41 application, stating date of birth; or

42 (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent,  
 43 accompanied by a certificate of age signed by a public health officer or by a public school physician,

1 or, if neither of these is available in the county, by a licensed practicing physician designated by the  
 2 district school board, which certificate states that the health officer or physician has examined the  
 3 child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as  
 4 defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

5 **History.**--s. 116, ch. 2002-387.

6  
 7 \*If a passport or immigration document is used as evidence of age, it may not be  
 8 duplicated. Only a notation may be placed in the student's record. Adopted  
 9 6/27/00.

### 10 **Maximum Age Limit for Attendance**

- 11
  - 12
  - 13
  - 14
  - 15
  - 16
  - 17
  - 18
  - 19
  - 20
  - 21
  - 22
  - 23
  - 24
  - 25
  - 26
  - 27
  - 28
  - 29
  - 30
  - 31
  - 32
  - 33
  - 34
  - 35
  - 36
  - 37
  - 38
  - 39
  - 40
  - 41
  - 42
  - 43
  - 44
  - 45
  - 46
  - 47
  - 48
  - 49
  - 50
  - 51
- A person who has attained the age of eighteen (18) years on or before opening of the school year shall not be enrolled in any regular senior high program unless a Review Committee, composed of a guidance counselor, the principal, and the Student Services Director, determines it is the most appropriate educational placement. An enrolled student who is involved in a continuous high school study program shall be exempt from this restriction. A student's continuous study program shall not be extended beyond the end of the semester in which the student reaches the age of twenty-one (21) years.
  - A student who attains the age of sixteen (16) years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age **if** the student files a formal declaration of intent to terminate school enrollment with the district at the exit interview. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the parent/guardian.
  - A child who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date which he/she attains that age.
  - A student with a disability shall be considered to be "in a continuous study program" when that student's Individual Education Plan (IEP) requires continued services by the district. If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/her option, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22<sup>nd</sup> birthday or until he/she earns a standard diploma whichever comes first. Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice.

## 2. **Health Requirements – Initial Entry**

### a. **Certificate of Physical Examination** Amended 6/30/92

A certificate of a physical examination within the twelve-month period immediately preceding enrollment shall be presented before a child is allowed to attend classes. The certificate shall be signed by a licensed practicing physician, or an Advanced Registered Nurse Practitioner certifying

1 that the student has no contagious or communicable disease which would  
 2 warrant the student's exclusion from public schools. A Physician's Assistant  
 3 operating under the supervision of Osceola County Public Health Director  
 4 may also sign the certificate. Amended 6/27/95  
 5

6 Students, other than children of military personnel, transferring from a foreign  
 7 country must possess an examination certificate issued within the United  
 8 States.  
 9

10 **Exceptions:**

- 11 ▪ The student was previously enrolled in a Florida school.
- 12 ▪ Parental objections on religious grounds are in writing.

13  
 14 **b. Proof of Tuberculin Test**

15  
 16 Any new enrollee who has immigrated from outside of the United States or its  
 17 territories that is classified by the World Health Organization as a high risk  
 18 area within the last five years, regardless of grade level, must present  
 19 evidence of a negative Tuberculin skin test, administered within the last  
 20 twelve months before class attendance will be allowed. A student who has a  
 21 positive reading on any Tuberculin skin test will be required to submit to a  
 22 chest X-ray. The student will not be allowed to enroll until a Florida licensed  
 23 physician certifies that the physician has reviewed the chest X-ray, and that  
 24 the student may attend class.  
 25

26 Any current enrollee who has returned from an area outside the United States  
 27 or its territories that is classified by the World Health Organization as a high  
 28 risk area must submit evidence of a Tuberculin skin test before class  
 29 attendance will be allowed. Any student who has a positive reading on a  
 30 Tuberculin skin test will be required to submit to a chest X-Ray. The student  
 31 will not be allowed to enroll until a Florida licensed physician certifies that the  
 32 physician has reviewed the chest X-ray and that the student may attend  
 33 class.  
 34

35 Amended 7/23/91, 6/27/95, 7/21/98, 07/15/03, & 7/01/04  
 36

37 For purposes of this rule, the following are considered to be United States  
 38 territories:

- 39 ▪ American Samoa
- 40 ▪ Guam
- 41 ▪ Puerto Rico
- 42 ▪ Trust Territories of the Pacific
- 43 ▪ US Virgin Islands

44  
 45 **c. Immunization**

46 Amended 7/21/98 & 07-15-03  
 47

48 Each student who is otherwise entitled to admittance to an Osceola County  
 49 School, shall be required to present a certificate of immunization on a Florida  
 50 form, showing that the student has received inoculations for those  
 51 communicable diseases for which immunization is required by the Division of  
 52 Health, and Florida Statute 1003.22.

Students who have not received the required immunizations as stipulated by state law and who have not received a statutory exemption will be temporarily excluded from school until such immunizations have been administered.

Adopted 9/7/99

**Required Immunizations:**

- five (5) DP's
- four (4) Polio
- two (2) MMR's (First dose is valid if given on or after first birthday.)

Amended 9/7/99, 6/27/00, 6/19/01, & 07/01/02

**Grades 9-12**

All required immunizations and Hepatitis B (series of 3) and Tetanus/Diphtheria (TD) booster Amended 07/01/02

**Exceptions may be granted as follows:**

- parental objections in writing on religious grounds,
- written certification for exemption for medical reasons by a competent medical authority or the Division of Health.

**3. Residency Requirements** Amended 6/29/93 & 6/27/95, Revised 7/21/98

A resident parent or guardian admitting a student to an Osceola County School shall produce **two (2) documents from the following categories:**

- mortgage document, rental or lease agreement, property tax records;
- notarized statement signed by the owner of the home in which the parent resides with supporting documents from the owner such as a mortgage, rental or lease agreement, or property tax records;
- current utility bill;
- income tax records;
- proof of receipt of government benefits.

If false and/or misleading information is presented in order to meet residency requirements, the child falsely registered shall be subject to immediate withdrawal from Osceola District Schools and required to register in the school in the assigned attendance zone or in the case of an out-of-district child, a school in the district of residence.

Any person knowingly providing false and/or misleading information may be liable for criminal charges under Florida Statutes.

**B. Placement of Transfer Students**

**1. General Transfer Information** Amended 07-01-04

The procedures for the acceptance of transfer work and credit for students entering Osceola County's public high schools shall be as follows:

- (1) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value

1 subject to validation if required by the receiving school's accreditation.  
 2 If validation of the official transcript is deemed necessary, or if the  
 3 student does not possess an official transcript or is a home education  
 4 student, credits shall be validated through performance during the first  
 5 grading period as outlined in subsection (2).  
 6

7 (2) Validation of credits shall be based on performance in classes at  
 8 the receiving school. A student transferring into a school shall be  
 9 placed at the appropriate sequential course level and should have a  
 10 minimum grade point average of 2.0 at the end of the first grading  
 11 period. Students who do not meet this requirement shall have credits  
 12 validated using the Alternative Validation Procedure, as outlined in  
 13 subsection (3).  
 14

15 (3) Alternative Validation Procedure. If validation based on  
 16 performance as described above is not satisfactory, then any one of  
 17 the following alternatives shall be used for validation purposes as  
 18 determined by the teacher, principal, and parent:

- 19 (a) Portfolio evaluation by the superintendent or designee;
- 20 (b) Written recommendation by a Florida certified teacher  
 21 selected by the parent and approved by the principal;
- 22 (c) Demonstrated performance in courses taken through dual  
 23 enrollment or at other public or private accredited schools;
- 24 (d) Demonstrated proficiencies on nationally-normed  
 25 standardized subject area assessments;
- 26 (e) Demonstrated proficiencies on the FCAT; or
- 27 (f) Written review of the criteria utilized for a given subject  
 28 provided by the former school. Students must be provided at  
 29 least ninety (90) days from date of transfer to prepare for  
 30 assessments outlined in paragraphs (3)(d ) and (3 )(e) if  
 31 required.  
 32

33 Auth: FS 1003.25(3); Imple: FS 1003.25(3)  
 34

## 35 **2. Placement of Transfer Students – Grades 9-12**

36  
 37 A student in grades 9-12 who transfers from any other public school in the  
 38 United States or a foreign country is placed in comparable classes and all  
 39 records from the previous school are accepted.  
 40

- 41 ▪ Students who transfer into Osceola County from public schools shall be  
 42 classified according to their grade placement at the school from which  
 43 they transfer. Thereafter they will follow classification as set up by  
 44 Osceola County except for those students who transfer as seniors.  
 45
- 46 ▪ All transfer students will be expected to attempt to earn a minimum of  
 47 three (3) credits per semester in the year of their transfer; however, no  
 48 requirement for specific course work will be retroactive except as stated  
 49 above.  
 50

- 1                   ▪ The requirements of the School Board shall not be retroactive for transfer
- 2                   students provided the student has met all requirements of the school,
- 3                   school district or state from which he/she is transferring (6A-1.095).
- 4                   Adopted 6/30/92 & Amended 6/27/95
- 5
- 6                   ▪ Students will be limited to the transfer of no more than four high school
- 7                   credits earned prior to entry into the ninth grade. Such credits must have
- 8                   been earned at the seventh and eighth grade levels and follow the
- 9                   appropriate rules of the Middle School Student Progression Plan.
- 10                  Adopted 6/30/92 & Amended 6/27/95, 7/21/98, 07/01/02
- 11
- 12                  ▪ Work or credits from state or regionally accredited SACS/ CITA public or
- 13                  private schools or institutions shall be accepted at face value, subject to
- 14                  validation if deemed necessary. Amended 07/01/02
- 15

16                  **3. Students Who Are Not Residing with Their Natural Parents or Legal**

17                  **Guardians**

18

19                  Any student wishing to enroll in school who is not residing with his or her

20                  natural parent or legal guardian shall have the responsible adult with whom

21                  the student is living sign an Affidavit of Responsibility form available through

22                  Student Services at the District Office. The responsible adult shall present

23                  proof that he or she has parental consent or legal right to accept

24                  responsibility. Parental consent shall be notarized.

25

26                  **4. Student Custody**

27

28                  Any person or agency who has been given exclusive care, custody, or control

29                  over any student by order of any court having jurisdiction to enter such order,

30                  may provide a certified or otherwise authenticated copy of such order,

31                  Marriage Certificate, or other extraneous criteria not covered by specific rule,

32                  to the principal of the school in which each student is enrolled. The order

33                  shall be placed in the student’s official records and thereafter such person or

34                  agency shall be recognized for all purposes as the sole parent or guardian of

35                  the student until such time as subsequent or additional orders changing such

36                  status are likewise provided.

37

38                  Implementation: 1003.21, 1003.22, 320.38, 322.031; SBR 6A-198; 316.003

39                  (62); 1000.01, 1000.04, F.S.; SBR 6A-6.311 and 6A.6341 and 1001.42 (5),

40                  F.S.

41

42                  **5. Limited English Proficient (LEP) Students**

43

44                  For a student identified as Limited English Proficient (LEP) and transferring

45                  from a school in another country, placement must comply with appropriate

46                  procedures for students in the English for Speakers of Other Languages

47                  (ESOL) programs found in the ESOL Program Procedures.

48

49                  **Home Language Survey (HLS) Responses/Assessment Criteria**

- 50                  ▪ A student with all NO responses on the HLS is considered non-Limited
- 51                  English Proficient (LEP).

- 1           ▪ A student with any YES response is referred for additional English
- 2           language proficiency assessment.
- 3           ▪ A student with a YES response to question #1 only is **temporarily** placed
- 4           in general education classes until English proficiency assessment occurs.
- 5           ▪ A student with more than one YES response is temporarily placed in
- 6           basic ESOL classes until English language proficiency assessment
- 7           occurs.
- 8           ▪ The state-approved age-appropriate IDEA Language Proficiency Test is
- 9           used to assess oral/aural English ability and is to be administered within
- 10          the first 20 days after the registration date.

## 11           6.       **Student with Disabilities**

### 12           a.       **504 Students**

13           A transferring 504 student is a student who was previously enrolled in any

14           other school or agency with an active 504 plan and who is enrolling in a

15           Florida school district. Upon notification that a transferring student is one

16           with an active 504 Plan, the receiving school must review the existing 504

17           Plan and must revise as needed.

### 18           b.       **Exceptional Student Education (ESE) Students**

- 19           ▪ A transferring ESE student is one who was previously enrolled as an
- 20           ESE student in any other school or agency and who is enrolling in a
- 21           Florida school district or in an educational program operated by the
- 22           Exceptional Student Education Department through grants or
- 23           contractual agreements.
- 24           ▪ An ESE student who is transferring from one Florida public school
- 25           district to the School District of Osceola County who has a current
- 26           Individual Education Plan including Gifted Students (IEP/GEP) will be
- 27           placed in the appropriate educational program(s) consistent with the
- 28           plan. The receiving school **must** review and may revise the current
- 29           IEP/GEP as necessary.
- 30           ▪ An ESE student who is transferring from an out-of-state public school
- 31           and has a current IEP as well as evaluation data necessary to
- 32           determine that the student meets Florida's eligibility criteria for
- 33           special programs will be placed immediately in the appropriate
- 34           educational programs(s) without temporary assignment. An ESE
- 35           student who is transferring from another state and does not meet the
- 36           district's criteria for dismissal from an ESE program will also be
- 37           placed immediately in the appropriate educational program(s) without
- 38           temporary assignment. In both cases, the receiving school **must**
- 39           review the current IEP and may revise the document as necessary.

## 40           7.       **Home Education**

41           Students who are participating in a home instruction program in accordance

42           with FS 1002.41 may be admitted to public school on a part-time basis.

43           Adopted 9/17/96

- 44           ▪ Students in home education who wish to attend public school must have
- 45           met all criteria for a home education program during the entire semester

1 immediately prior to the time of admission, meet the same registration  
 2 requirements as full-time students, and enroll for and attend at least one  
 3 (1) regularly scheduled class period at the zoned school. Such students  
 4 must register prior to the start of the semester they will attend. Full-time  
 5 students will be given priority in course registration. Home-schooled  
 6 students who are excluded from a class/course at their zoned school due  
 7 to space limitations may attend another school if space in that  
 8 class/course is available. Adopted 9/17/96, Amended  
 9 6/19/01

- 11       ▪ The Board is not responsible for the transportation of students in a home  
 12 education program to or from the school. The school principal will  
 13 establish the time and place for arrival and departure of home education  
 14 students. Students who attend school on a part-time basis are subject to  
 15 all applicable rules and regulations pertaining to full-time students.  
 16 Adopted 9/17/96
- 17
- 18       ▪ Home education students are eligible to participate in interscholastic  
 19 extracurricular student activities. The school principal will establish  
 20 guidelines for participation pursuant to Florida Statute 1006.15, and  
 21 these guidelines will be made available to home education students  
 22 choosing to participate in interscholastic extracurricular activities.  
 23 Adopted 07/02/96

### 24 C. Attendance Guidelines

25 School attendance is the direct responsibility of parent(s)/guardian(s) as required by  
 26 Florida Statute 1003.24. All students are expected to attend school regularly and to  
 27 be on time for classes in order to benefit from the instructional program and to  
 28 develop habits of punctuality, self-discipline, and responsibility. Amended 07-15-03  
 29

#### 30 Responsibility for Attendance

- 31       ▪ Each parent of a child within the compulsory attendance age shall be  
 32 responsible for such child's school attendance as required by Florida Statute  
 33 1003.24.
- 34
- 35       ▪ Whenever a child of compulsory attendance age is absent without the  
 36 permission of the person in charge of the school, the parent of the child shall  
 37 report and explain the cause of such absence to the proper person at each  
 38 school, as provided in Florida Statute 1003.21.
- 39
- 40       ▪ Notes or telephone calls from parent(s)/guardian(s) are required either before  
 41 or after an absence. It is the responsibility of the student to make up work  
 42 missed because of absences. Students receiving out-of-school suspension  
 43 **must** be assigned schoolwork that will cover content and skills taught during  
 44 the duration of the suspension. Students are given one day for each absence  
 45 to complete makeup work unless unusual circumstances indicate an  
 46 extension. The principal or designee must approve any extension.
- 47
- 48       ▪ The Superintendent may delegate the enforcement of compulsory school  
 49 attendance and child welfare to attendance personnel as provided in Florida  
 50 Statute 1001.53.
- 51
- 52

1  
2 **Reporting Procedures**

- 3     ▪ It shall be the responsibility of the principal and the teacher to encourage  
4 regularity of attendance and punctuality, and to check student attendance as  
5 prescribed below.  
6  
7     ▪ The principal shall be responsible for the administration of attendance rules  
8 and procedures and for the accurate reporting of attendance in the school  
9 under his direction. All officials, teachers and other employees shall keep  
10 records and shall prepare and submit all reports that may be required by law  
11 and State Board Regulation 6A-1.044.  
12  
13     ▪ Attendance checks shall be made as early in the day as practicable. Students  
14 who are not present in school at the time attendance is checked shall be  
15 marked absent for the day unless presence is verified by attendance  
16 personnel. (This is not to be confused with class attendance). All absences  
17 whether "excused, or "permitted," or "unexcused," shall be recorded each  
18 day.  
19

20 **1. Student Absences**

21  
22 Non-attendance in a class shall be considered an absence unless the student is  
23 participating in a school activity. Absences shall be classified as:

24 **a. Excused Absences**

25  
26 Absences shall be excused for the following reasons:

- 27     ▪ illness or injury of the student,  
28     ▪ illness, injury, or death in the immediate family of the student. The  
29 immediate family shall be defined as listed in the United States  
30 Internal Revenue Service guidelines.  
31

32  
33 If there is a reasonable doubt concerning the illness claimed, the principal  
34 shall be authorized to require a statement from an accepted medical  
35 authority. Failure to comply with this requirement shall result in the absence  
36 being "unexcused."  
37

38 The Principal of a school shall have sole discretion as to how absences shall  
39 be reported to the school. The parent or legal guardian shall report absences  
40 through a telephone call, a handwritten note, or both as determined by the  
41 Principal. Adopted 6/19/01  
42

43 In cases of excused absences, the student shall be allowed to make up the  
44 work and teachers of the students shall give every reasonable assistance.  
45

46 Make-up work shall be completed during a period of time equal to at least  
47 twice the time for which the absence is excused, unless the teacher allows  
48 more time.  
49

1                   **b. Permitted Absences**

2  
3                   “Permitted” absences may be granted. Only the principal shall have the  
4 authority to grant “permitted” absences and then only after he or she has  
5 considered the merits of each case. It shall be the principal’s responsibility to  
6 give to the parents a copy of the School Board rules pertaining to permitted  
7 absences.  
8

9                   Arrangements for make-up work shall be made in advance with the instructor  
10 of classes to be missed. The student shall assume complete responsibility  
11 for the make-up work. The teachers shall cooperate by making assignments,  
12 grading materials, and recording grades. The teacher shall set a timeline for  
13 receiving the student’s work for credit, and this timeline will not exceed twice  
14 the number of days of absence.  
15

16                   **Examples of situations warranting “permitted” absences include:**

- 17                   ▪ attendance at an important public function,
- 18                   ▪ attendance at church meetings, or observances of religious  
19 holidays,
- 20                   ▪ travel with parents in urgent circumstances,
- 21                   ▪ attendance at non-school conventions or conferences,
- 22                   ▪ other situations with parental permission and the approval of the  
23 principal, or
- 24                   ▪ participation in a non-instructional activity.  
25

26                   **A student who wishes to participate in a non-instructional activity must:**

- 27                   ▪ meet the academic requirements as set forth by the School Board,
- 28                   ▪ make arrangements, in advance, with the teacher for missing  
29 classes, and
- 30                   ▪ accept the responsibility for making up time and work.  
31

32                   **c. Unexcused Absences**

Revised 9/7/99

33  
34                   All absences other than “excused” or “permitted” shall be deemed  
35 “unexcused,” and a failing grade shall be recorded for the period of the  
36 “unexcused” absence, **except** when students who are suspended from  
37 school during grade period exams or semester exams, such students shall be  
38 allowed to make up these exams.  
39

- 40                   ▪ Upon each unexcused absence, the Principal or designee shall  
41 contact the student’s parent or guardian to determine the reason  
42 for the absence.  
43
- 44                   ▪ If a student has had at least five (5) unexcused absences within a  
45 calendar month or ten (10) unexcused absences within a ninety  
46 (90) day calendar period, the student’s primary teacher shall  
47 report to the principal or designee that the student may be  
48 exhibiting a pattern of non-attendance. Unless there is clear  
49 evidence that the absences are not a pattern of non-attendance,  
50 the case shall be referred to a child study team to determine if  
51 early patterns of truancy are developing. If the child study team  
52 finds that a pattern of non-attendance is developing, whether the

absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.

- If the initial meeting with the parent does not resolve the problem, the child study team shall implement specific interventions that best address the problem.

The child study team shall be diligent in facilitating intervention services and shall report the case to the Superintendent or his designee only after all reasonable efforts to resolve the problem have been exhausted.

- If the parent, guardian, or other person in charge of the child refuses to participate in the remedial strategies because he/she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or other person in charge of the child may appeal to the School Board. The School Board may provide a hearing officer, who may be an employee of the School Board, in lieu of a School Board hearing, who shall hear the case and make a recommendation for final action to the School Board. If the School Board's final determination is that the strategies of the child study team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to cooperate, the Superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian or Superintendent or his designee shall refer the case to the case staffing committee pursuant to Florida Statutes, and the Superintendent or his designee may file a truancy petition pursuant to procedures outlined in Florida Statutes. ( FS 984.151) Amended 07-15-03

## 2. Students with Disabilities

### a. 504 Students Amended 07-01-04

In the case of a student with excessive absences, a 504 Reevaluation meeting should be held to determine if the absences are caused by the disability of record on the active 504 Plan. If the 504 committee determines that the absences are caused by the disability, the committee must also determine a reasonable course of action, which may include the possible waiver of the attendance guidelines in determining grades, as well as consideration of a change of placement.

If the 504 committee determines that the absences are not caused by the disability, the student is treated in the same manner as that for a general education student.

### b. ESE Students

All exceptional students will follow regular education attendance procedures. In the case of an ESE Student with excessive absences, an IEP team

meeting must be conducted to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team must determine a reasonable course of action which may include the possible waiver of the attendance guidelines in determining grades as well as a change of placement.

If the IEP team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student.

### 3. Hospital/Homebound Program

Parent(s)/guardian(s) may request that the principal consider eligibility for a hospital/homebound program for a student with an illness predicted by certified medical personnel to exceed 15 consecutive school days.

### 4. Student Absences for Religious Reasons

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) must notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school procedures.

If questions arise regarding this rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the Superintendent should a conflict arise.

## D. Student Withdrawals

A child who attains the age of sixteen (16) years during the school year shall not be required to attend school beyond his sixteenth (16) birthday if the student has a signed form declaring his intent to withdraw from school prior to completion of the educational program. The principal shall contact the parents or legal guardians of the student to discuss the educational impact of such decision and to suggest other appropriate alternative educational placements or programs. The student may only be withdrawn if the parents or legal guardians also sign the intent to withdraw form.

### 1. Student Withdrawals During the Last Two Weeks of the School Year

The parent(s)/guardian(s) of a student who leaves school **during** the last two weeks of the school year must show evidence that the withdrawal is necessary and the student must successfully complete assigned class work. Principals are authorized to make arrangements for the administration of any tests if appropriate.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33

**2. Student Withdrawals for Enrollment in Home Education Programs**

Florida Statute 1002.41 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services. Revised 7/23/91, Amended 7/21/98, 6/27/00, & 07-15-03

To withdraw a student for enrollment in a home education program, parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools in writing of the intent to provide home education for the student.

**3. Student Withdrawals -- Exceptional Student Education (ESE)**

A child who is receiving services through Exceptional Student Education (ESE) shall not be withdrawn without prior parental notification, a staffing meeting with parents or guardians to discuss the educational impact of such a decision for the student to withdraw, and all requirements relative to due process have been completed. Amended 9/7/99

In cases where at least two (2) good faith, but unsuccessful attempts to notify parents or guardians of the student have been documented, and with the approval of the Director of Exceptional Student Education, the student may be withdrawn by the school. Adopted 9/7/99

**4. Student Withdrawals -- Alternative Programs**

A child who has been placed at a district alternative school or second chance school in lieu of expulsion shall not be withdrawn without prior parental notification and a meeting with parents or guardians to discuss the educational impact of such a decision and the implications regarding the probability of going forward with the recommendation for expulsion.

1 **II. PROGRAM DESCRIPTION**

2  
3 **A. Florida System of School Improvement and Accountability**

4  
5 The Sunshine State Standards (6A-1.09401 State Board Rules) are benchmark  
6 standards that describe what students should know and be able to do at four  
7 progression levels (grades PreK-2; 3-5; 6-8; 9-12) in the subjects of:

- 8  
9 -- language arts -- mathematics  
10 -- science -- social studies  
11 -- foreign language -- health education  
12 -- the arts -- physical education.

13  
14 Osceola District Schools shall provide appropriate instruction to assist students in the  
15 achievement of these standards. The Sunshine State Standards/Grade Level  
16 Expectations have been incorporated within the Osceola County Curriculum  
17 Frameworks and are on file in the Administrative Center and are in use at each  
18 school. Adopted 9/17/96, Amended 6/15/99

19  
20 **Student Performance - State K-20 Education Priorities**

21 Amended 07-15-03, 07-01-04

22  
23 A comprehensive program of general education when implemented effectively  
24 enables students to make maximum use of their educational opportunities and to  
25 function effectively as productive individuals.

26  
27 The District School Board shall assist schools and teachers in the implementation of  
28 research-based reading activities, FS 1008.25(4)(b).

29  
30 The School District of Osceola County Curriculum Guidelines also reflect the  
31 priorities of the Florida K-20 education system.

32  
33 **1000.03 Function, mission, and goals of the Florida K-20 education system.--**

34 (4) The mission of Florida's K-20 education system is to allow its students to increase their  
35 proficiency by allowing them the opportunity to expand their knowledge and skills through adequate  
36 learning opportunities, in accordance with the mission statement and accountability requirements of  
37 s. 1008.31.

38 (5) The priorities of Florida's K-20 education system include:

39 (a) Learning and completion at all levels, including increased high school graduation rate and  
40 readiness for postsecondary education without remediation.--All students demonstrate increased  
41 learning and completion at all levels, graduate from high school, and are prepared to enter  
42 postsecondary education without remediation.

43 (b) Student performance.--Students demonstrate that they meet the expected academic standards  
44 consistently at all levels of their education.

45 (c) Alignment of standards and resources.--Academic standards for every level of the K-20  
46 education system are aligned, and education financial resources are aligned with student  
47 performance expectations at each level of the K-20 education system.

1 (d) Educational leadership.--The quality of educational leadership at all levels of K-20 education is  
2 improved.

3 (e) Workforce education.--Workforce education is appropriately aligned with the skills required by  
4 the new global economy.

5 (f) Parental, student, family, educational institution, and community involvement.--Parents,  
6 students, families, educational institutions, and communities are collaborative partners in education,  
7 and each plays an important role in the success of individual students. Therefore, the State of  
8 Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20  
9 education system are not guarantees that each individual student will succeed or that each  
10 individual school will perform at the level indicated in the goals.

11 **History.**--s. 5, ch. 2002-387.

12  
13 **1. Curriculum Frameworks, Grades 9-12:**  
14 **Basic and Adult Education**

15 A curriculum framework is a broad guideline which directs district personnel  
16 by providing specific instructional plans for any given course or area of study  
17 and is consistent with the Florida Course Code Directory. Curriculum  
18 frameworks are contained the Florida DOE publication "Curriculum  
19 Frameworks for Grades 9-12, Adult Basic Program" available on the Florida  
20 DOE website. The above frameworks include the Exceptional Student  
21 Education Courses and the Vocational Courses. Amended 07/01/02  
22

23 **2. Student Performance Standards**

24 Student Performance Standards have been developed cooperatively with  
25 district personnel for the intended outcomes specified in each curriculum and  
26 are also on file at each high school and the district office.  
27

28 Students must show mastery of the performance standards before credit for  
29 course is awarded. Upon successful completion of the course, with at least  
30 sixty percent (60%) proficiency, students will have demonstrated mastery.  
31 Student mastery will be assessed through the use of teacher observation,  
32 classroom assignments and examinations. (For LEP students, see also  
33 below.) Students must also meet the attendance requirement as set forth in  
34 I.C. and III. G. of this Student Progression Plan. Amended 7/21/98,  
35 6/27/00, 07/01/02, 07-15-03, & 7/01/04  
36

37 **1003.42 Required instruction.--**

38 (1) Each district school board shall provide all courses required for high school graduation and  
39 appropriate instruction designed to ensure that students meet State Board of Education adopted  
40 standards in the following subject areas: reading and other language arts, mathematics, science,  
41 social studies, foreign languages, health and physical education, and the arts.

42 (2) Members of the instructional staff of the public schools, subject to the rules of the State Board  
43 of Education and the district school board, shall teach efficiently and faithfully, using the books and  
44 materials required, following the prescribed courses of study, and employing approved methods of  
45 instruction, the following:

- 1 (a) The content of the Declaration of Independence and how it forms the philosophical foundation  
2 of our government.
- 3 (b) The arguments in support of adopting our republican form of government, as they are embodied  
4 in the most important of the Federalist Papers.
- 5 (c) The essentials of the United States Constitution and how it provides the structure of our  
6 government.
- 7 (d) Flag education, including proper flag display and flag salute.
- 8 (e) The elements of civil government, including the primary functions of and interrelationships  
9 between the Federal Government, the state, and its counties, municipalities, school districts, and  
10 special districts.
- 11 (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European  
12 Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught  
13 in a manner that leads to an investigation of human behavior, an understanding of the ramifications  
14 of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and  
15 respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and  
16 for nurturing and protecting democratic values and institutions.
- 17 (g) The history of African Americans, including the history of African peoples before the political  
18 conflicts that led to the development of slavery, the passage to America, the enslavement  
19 experience, abolition, and the contributions of African Americans to society.
- 20 (h) The elementary principles of agriculture.
- 21 (i) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the  
22 human body and mind.
- 23 (j) Kindness to animals.
- 24 (k) The history of the state.
- 25 (l) The conservation of natural resources.
- 26 (m) Comprehensive health education that addresses concepts of community health; consumer  
27 health; environmental health; family life, including an awareness of the benefits of sexual  
28 abstinence as the expected standard and the consequences of teenage pregnancy; mental and  
29 emotional health; injury prevention and safety; nutrition; personal health; prevention and control of  
30 disease; and substance use and abuse.
- 31 (n) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law  
32 or by rules of the State Board of Education and the district school board in fulfilling the requirements  
33 of law.
- 34 (o) The study of Hispanic contributions to the United States.
- 35 (p) The study of women's contributions to the United States.
- 36 (q) A character-development program in the elementary schools, similar to Character First or  
37 Character Counts, which is secular in nature and stresses such character qualities as attentiveness,  
38 patience, and initiative. Beginning in school year 2004-2005, the character-development program  
39 shall be required in kindergarten through grade 12. Each district school board shall develop or  
40 adopt a curriculum for the character-development program that shall be submitted to the

1 department for approval. The character-development curriculum shall stress the qualities of  
 2 patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and  
 3 cooperation.

4 (r) In order to encourage patriotism, the sacrifices that veterans have made in serving our country  
 5 and protecting democratic values worldwide. Such instruction must occur on or before Veterans'  
 6 Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of  
 7 local veterans when practicable.

8 (3) Any student whose parent makes written request to the school principal shall be exempted from  
 9 the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development,  
 10 and treatment. A student so exempted may not be penalized by reason of that exemption. Course  
 11 descriptions for comprehensive health education shall not interfere with the local determination of  
 12 appropriate curriculum which reflects local values and concerns. **History.**--s. 131, ch. 2002-387.

## 13 B. Special Programs

### 14 1. Limited English Proficient (LEP) Revised 7/21/98 & 6/27/00

15 All students with limited English proficiency (LEP) must be appropriately  
 16 identified in order to ensure the provision of appropriate services. Every  
 17 student identified as LEP shall continue to receive appropriate instruction and  
 18 funding as specified by the District LEP Plan, State Board Rules and  
 19 Regulations, and Florida Statutes until such time as the student is reclassified  
 20 as English proficient. Note: See the School District of Osceola County  
 21 Limited English Proficient Plan 1999 for full explanation of services and  
 22 model. Amended 6/27/00

### 23 Home Language Survey (HLS) and identification criteria Revised 6/27/00

- 24 ▪ A student with all NO responses on the HLS is considered non-limited
- 25 English proficient.
- 26 ▪ A student with any YES response is referred for English language
- 27 proficiency assessment.
- 28 ▪ A student with a YES response to question #1 only is temporarily placed
- 29 in non-ESOL classes until English language proficiency assessment is
- 30 completed.
- 31 ▪ A student with a YES response to question #2 and/or #3 is temporarily
- 32 placed in ESOL classes until English language proficiency assessment is
- 33 completed.
- 34 ▪ The grade level appropriate Idea Oral Language Proficiency Test will be
- 35 used to determine oral/aural English ability and is to be administered
- 36 within the first 20 days after registration date.

37 Students in grades 4-12 found to be fluent English speaking will be given a  
 38 nationally-normed, standardized reading and writing test, within 20 days of  
 39 the oral/aural test for further assessment of their English ability.

- 40 ▪ Exceptional students (ESE) with any YES response shall be reviewed by
- 41 a joint ESE/LEP committee to determine appropriate ESOL assessment
- 42 and placement.
- 43 ▪ Pre-K students with any YES response are considered LEP until the
- 44 English language assessment is administered in Kindergarten.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

- PEEP Pre-K students with any YES responses shall be reviewed by a joint ESE/LEP committee to determine ESOL status.

Every Limited English Proficient student is entitled to equal access to all academic, categorical, and federal programs offered by the School District of Osceola County. The amount of time the LEP student is assigned to the program(s) shall be comparable to the time assigned to a non-LEP student under similar conditions. An updated LEP student's class schedule must be maintained in the LEP Portfolio as part of the student permanent record. Adopted 6/27/00

Limited English Proficient students are taught by subject area teachers following the corresponding district curriculum. The instructional personnel provide appropriate and individualized instruction to students through the use of ESOL teaching strategies, appropriate instructional materials, curriculum accommodations, and testing accommodations. The ESOL accommodations are documented in the teacher's lesson plans as evidence that understandable instruction is being provided. Adopted 6/27/00

Schools with fifteen (15) or more LEP students who speak the same home language must have at least one bilingual teacher assistant or bilingual teacher proficient in English and the home language of the students. The ESOL teacher assistant's (or bilingual teacher's) primary assignment is to offer the LEP students additional help in the basic content areas under the supervision of the basic subject area teacher. Adopted 6/27/00

**2. Dropout Prevention and Retention Program (DOP)**

The academic program for a DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, and/or setting. The DOP Program employs alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, and talents of eligible students. High school Drop-Out Prevention programs are designed to meet the needs of high risk students and offer them special opportunities to earn credit towards graduation or promotion. Amended 6/19/01 & 07/01/02

High School students who meet the district's requirements for an approved dropout prevention program, an honors accelerated credit program, or a career and technical education program may be enrolled in modified courses to earn additional credits. (For LEP students, see above.) Amended 7/2/96 & 6/27/00

**Challenger Learning Center - Grade Levels 9-12**

Amended 6/30/92

This is a program specifically designed for school dropouts, in order to provide them with a vehicle to complete a high school program; or in some instances, to assist those students into reentering a regular high school setting, once they have completed some credit requirements. (For LEP students, see above.) Amended 6/27/00

A total of 24 credits must be earned for graduation. These credits are described below.

This is a competency-based program with students demonstrating mastery of the student performance standards. Elective credits for related work experience (OJT) in this program are earned on the same basis as in the regular day-school career and technical education programs.

Only students who have been withdrawn from school for a minimum of nine school weeks are eligible for placement in this program. Exceptions to this placement may be approved, based on extenuating circumstances, by a three-member committee of administrators and/or placement by the Superintendent or School Board. A cooperative effort between the Instructional Department and Student Services will provide the guidance and scheduling for student placement and follow-up. Students must agree to attend a minimum of 15 hours per week of classroom instruction during the regular school year.

Amended  
6/27/00 & 6/19/01

Students must:

- Earn twenty-four credits as stated above with a 1.5 GPA, for those courses taken before 1996-97, Amended 6/15/99
- Maintain a grade point average of 2.0 on a 4.0 scale for all courses taken beginning with the 1996-97 school year and thereafter.  
Adopted 9/17/96, Amended 6/15/99 & 6/19/01
- Pass all necessary parts of the High School Competency Test or reach the score on the Florida Comprehensive Assessment Test that will exempt the student. Amended 6/15/99

An articulation meeting will be arranged for the students wishing to re-enter the regular high school program. Amended 6/19/01

Although this program is designed to provide students with a non-traditional school setting in order to meet individual needs, the school district Code of Student Conduct is in effect and School Board Rules governing student conduct will be followed.

### 3. Gifted Education

For a high school student enrolled in the gifted program, a qualitatively different curriculum consists of carefully planned, coordinated learning experiences that extend beyond the basic curriculum to meet the specific learning needs of the student.

High school students identified as Gifted have an Educational Plan (GEP) that outlines goals, strengths, and weaknesses, and provides direction for the instructional program. The differentiated instructional program includes advanced-level content, acceleration, and enrichment that incorporate the student's special abilities and interests. Amended 07/01/02

### 4. Students with Disabilities

a. **504 Students** Amended 07-01-04

1 Any alteration to the delivery of instruction of student assignments for a  
 2 504 student is the decision of the Section 504 Committee and must be  
 3 addressed in the 504 Plan. The individual student's Section 504 Plan  
 4 documents the instructional accommodations required to ensure the  
 5 student an equal opportunity to master the general education curriculum.  
 6 Parent(s)/guardian(s) of a Section 504 student must be given the  
 7 opportunity to provide input on decisions made by the Section 504  
 8 Committee regarding any alteration to the delivery of instruction of their  
 9 Section 504 student. Parent(s)/guardian(s) of a 504 student must be  
 10 notified of any changes to the student's Section 504 Plan.

#### 11 12 **b. Exceptional Education Students**

13  
14 **Exceptionalities include:** Educable Mentally Handicapped, Trainable  
 15 Mentally Handicapped, Profoundly Mentally Handicapped, Speech and/or  
 16 Language Impaired Deaf or Hard of Hearing, Visually Impaired, Physically  
 17 Impaired, Emotionally Handicapped, Specific Learning Disabled, Gifted,  
 18 Homebound or Hospitalized, Dual Sensory Impaired, Autistic, Pre-  
 19 Kindergarten Students with Developmental Delays, Pre-Kindergarten  
 20 Students with Established Conditions.

21 Amended 7/23/91, 7/21/98 & 6/27/00

#### 22 23 **ESE Curriculum** Amended 07-15-03

24 The curriculum for the high school Varying Exceptionalities, Emotionally  
 25 Handicapped (EH), and Educable Mentally Handicapped shall be a  
 26 regular education curriculum that follows the Florida Sunshine State  
 27 Standards with appropriate accommodations. Direct Instruction,  
 28 Corrective Reading, and Precision Teaching, and functional language are  
 29 the instructional approaches to be utilized to enhance curriculum  
 30 acquisition. Moderately and severely disabled students (Trainable  
 31 Mentally Handicapped, Profoundly Mentally Handicapped) will use a  
 32 curriculum appropriate for the developmental level of the students.

33 Adopted 6/30/92 & Amended 6/27/95, 7/21/98, & 6/27/00.

34  
35 For students with disabilities enrolled in ESE, their Individual Educational  
 36 Plans (IEP's) specify the appropriate services and unique aspects of their  
 37 programs.

38  
39 For the majority of these students, their curriculum should be based on  
 40 the general education standards and benchmarks.

41  
42 For some students, Sunshine State Standards for Special Diploma may  
 43 be more appropriate.

44  
45 The IEP addresses annual goals and short-term objectives to meet the  
 46 unique needs of the student as well as appropriate classroom  
 47 accommodations. Accommodations may be in the areas of curriculum,  
 48 instruction, and assessment. Accommodations listed on the IEP must be  
 49 implemented as indicated.

#### 50 51 **C. Career and Technical Education Programs**

The School District of Osceola County offers a variety of career and technical education programs at the high school level that help students prepare for high skill-high wage occupations and for postsecondary educational opportunities. It is essential that students, parents, teachers, guidance counselors and administrators be aware that most individual career and technical education courses do not stand alone but are part of a planned sequence of courses leading to occupational proficiency and program completion at the high school or postsecondary level. Not all career and technical education programs are offered at all high schools. Some are offered as career academies. Students are encouraged to complete an educational and career development plan before entering a career and technical education program or a career academy.

**Career and Technical Education major areas:**

- Agribusiness and Natural Resources Education
- Business Technology Education
- Diversified Education
- Family and Consumer Sciences
- Health Science Education
- Industrial Education
- Marketing Education
- Public Service Occupations Education

**1. Tech Prep**

The Orange, Osceola, and Valencia Tech Prep Consortium has developed many programs of study that provide a planned sequence of courses linked to postsecondary educational goals. The Tech Prep initiative offers students the opportunity to focus on career and technical education courses that will help train them for high skill-high wage occupations. At the same time, they can be earning Valencia Community College credit or Orange and Osceola County Tech Center's credit while they are attending high school.

**2. Cooperative Education and On-the-Job Training (OJT) Revised 6/30/92**

The cooperative education method of instruction permits career and technical education students to earn high school credit. Cooperative education involves paid, supervised, concurrent employment that is directly related to the student's in-school training. The cooperative education method is available for junior and senior students. At-risk high school students in any grade may be enrolled in Work Experience. The coordinator must approve all cooperative education job sites. Students shall not be employed by members of the immediate family.

Cooperative education is **not** a program but a method of instruction used in several career and technical education programs. Students who complete a career and technical education program using the cooperative method are coded on the final class reports as completers of the that program.

Amended 07/01/02

**D. Dual Enrollment**

A student may enroll in one or more classes at the college level or in an accredited career and technical education school while still attending high school. Credit may be earned toward graduation as stated below. Auth: Rule 6A-10.0241, FAC

- 1  
2  
3  
4  
5
1. The request of a student to participate in this program must be in writing. The signature of the guidance director and the principal shall constitute approval. (For LEP students, see above). Amended 6/27/00

6  
7

2. **Dual Enrollment -- Valencia Community College (VCC)**

8  
9  
10  
11  
12  
13  
14  
15  
16

The School Board of Osceola County and Valencia Community College shall co-sponsor appropriate college courses in high schools during the normal class hours when requested by the principal. Students enrolled in co-sponsored classes shall earn both high school credit from the Osceola County School Board and college credit from Valencia Community College if they meet at least the minimum requirements for satisfactory completion of such classes. In order to receive VCC credit in co-sponsored classes, high school students will be required to make application to VCC and complete the registration process.

17  
18  
19  
20

No fees shall be assessed for high school students enrolled in these co-sponsored courses. Students who enroll in co-sponsored classes shall have either:

- 21  
22  
23  
24  
25  
26  
27
- completed the tenth grade with a high school grade point average of 3.0 or above, **or** Amended 7/23/91
  - be in an exceptional student education program with an individual education plan which indicates the ability for advanced studies (i.e. "gifted program" and International Baccalaureate Program). Amended 7/01/04

- 28  
29  
30  
31  
32
3. Students seeking dual enrollment in mathematics, English, or technical education classes shall present evidence of successful completion of the relevant section of the entry level examination for placement given by the school, college, or university at which the student is seeking enrollment.

33  
34

**E. Early Admission for Advanced Studies**

35  
36  
37  
38

Students who meet the prerequisites of an early admission and advanced studies program may be permitted to enroll as a full-time post-secondary student during their senior year in high school. Such programs shall meet the following conditions:

- 39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52
1. Approval of the program by the School Board shall be obtained before the end of the first month of the final year of high school or before the end of the first semester if entry is expected during the second semester of the final year of high school.
  2. The student shall be accepted by a state accredited post-secondary school or university after completion of three (3) full senior high school years, and a minimum of eighteen (18) credits is earned.
  3. The student shall maintain at least an overall "C" average.
  4. Any senior enrolled in college courses full-time may re-enter a high school within the district as a full-time student at the end of the high school semester.

- 1  
2  
3  
4  
5
5. Any credit earned at the accredited post secondary level may be substituted for a required high school credit in the same discipline. Successful completion of a 3-hour college course will equal 1/2 high school credit.

6  
7

**F. College Course Credit**

8 Any passing grades received in courses from a college may be accepted toward requirements for graduation from Osceola County. Three (3) college semester hours shall be considered equivalent to one-half (1/2) high school credit unless otherwise indicated by the Articulation Coordinating Committee and approved by the State Board of Education. Amended 7/01/04

9  
10  
11  
12

**G. Credit from Correspondence**

13 Credit from Correspondence from a university will be acceptable so long as the course code number of the course taken corresponds to acceptable high school course code numbers. It shall be the responsibility of the student to provide verification of successful completion from the university to the high school.

14  
15  
16  
17  
18

**H. Community Service Credit**

19 To earn one-half elective credit for the completion of non-paid voluntary community or school service work, a student must:

- 20  
21  
22  
23  
24  
25  
26  
27  
28
- Complete a minimum of 75 hours of non-paid volunteer service with a non-profit organization in the Central Florida area.
  - Document the volunteer hours on appropriate forms.
  - Obtain signature from a non-family member of the non-profit organization.
  - Receive special principal approval for volunteer activities conducted outside the Central Florida area.

29  
30

**I. Course Substitutions**

Amended 6/29/93, 6/15/99, & 07-15-03

31 Course substitutions are to be made on a curriculum equivalency basis only. A course, which has been used to substitute in one subject area, may not be used to substitute for any other subject area.

- 32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52
1. Upon completion of the Junior Reserve Officers Training Corps (JROTC) program (Army, Air Force, Navy, Marine Corps, or Coast Guard) students may substitute on a curriculum equivalency basis one JROTC credit to satisfy a graduation requirement as outlined in the Florida Course Code Directory.
  2. Florida Statute 1011.62 requires district school boards to provide for vocational program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics, and science. The vocational program that is substituted for a non-elective academic course will be funded at the level appropriate for the vocational program. Vocational course substitution will be allowed as provided in the Course Code Directory.
  3. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student makes a "C" or better on a competency test on personal fitness developed by the Florida Department of Education. This is a waiver of the course requirement only; the student must still earn 24 credits to graduate. Credit will not be awarded for participation in interscholastic sports.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

**J. Grade 8 Dual Enrollment for High School Credit**

Eighth (8) grade students may enroll in an approved course designated as a 9th - 12th grade course by the current course code directory, and will be classified as a high school student for the period of time involved. Students earning credit through such high school courses will be credited with meeting the requirements designated in the district Student Progression plan as required for promotion for the appropriate pre-ninth grade course(s). In order to receive high school credit, the student must earn a final grade of an "A" or "B." Amended 7/29/97 & 6/27/00

**K. Home Instruction**

Florida Statute 1002.41 permits parents to choose to place their children in a home instruction program in lieu of public school. The requirements of the law will be monitored through Student Services. Revised 7/23/91, Amended 7/21/98, 6/27/00, 07/01/02, & 07-15-03

Florida Statute 1002.41 also states that it is the responsibility of the parent to provide a written evaluation of the home-schooled student's progress. With respect to the awarding of high school credit, the Superintendent agrees to the following stipulations: Revised 9/17/96, Amended 7/21/98

1. The student must present to the school principal a listing of the specific courses for which credit is requested. Credits earned through institutions affiliated with the following accrediting agencies will be accepted at face value as long as those courses can be aligned with the Florida Course Code Directory:

- The Southern Association of Colleges and Schools
- The Middle States Association of Colleges and Schools
- The New England Association of Colleges and Schools
- The North Central Association of Colleges and Schools
- The Northwest Association of Colleges and Schools
- The Western Association of Colleges and Schools

Such affiliation must be validated through appropriate documentation, which will remain on file in the Office of Student Services.

2. Credits earned from a non-accredited institution may be granted under the following conditions: Revised 7/21/98

- Courses can be aligned with the Florida Course Code Directory.
- Student must produce a portfolio for the course in which student is requesting credit which has been reviewed by a Florida certified teacher in that subject area.
- The student must pass a comprehensive subject level examination with a minimum score of 60%. Amended 7/01/04
  - ✓ In cases where there is no corresponding subject level examination, the student must pass an appropriate high school level final examination with a minimum score of 60%. The final examination must be prepared by a Florida certified teacher

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41

currently employed by the Osceola County School Board and teaching said course at the high school level.

- ✓ It will be the responsibility of the student’s parents or guardians to procure, schedule, and locate qualified teachers to conduct evaluations for home-schooled courses for which credit is requested.
- ✓ Examinations for the purpose of earning credit may be attempted two (2) times. Failure to pass an examination for a second time will require the student to enroll in his home-zoned school and to complete the course for which credit was requested.
- ✓ A student enrolling in an Osceola County high school from home education cannot transfer earned credits in excess of the number of credits that student could normally earn per year in the student’s home-zoned school.
- ✓ The School District of Osceola County is not authorized to provide regular high school diplomas to students who complete a high school course of study as a home education student. In order to earn a regular high school diploma from the District, the student must be enrolled as a full-time student for the entire semester prior to the expected date of graduation and have successfully completed all other graduation requirements as outlined in school Board policy.

3. Students who request credit according to the above stipulations shall be classified according to age/grade appropriate placement. Any courses requested for credit must align with the graduation requirements and be contained within the maximum number of credits allowable under the District adopted Student Progression Plan. Adopted 9/17/96

Home education students may participate in academic dual enrollment, career and technical education program, and early admission. Credit by examination is available through approved correspondence courses. The home education student is responsible for his/her instructional materials and transportation unless provided for otherwise. The enrollment shall be in accordance with the guidelines established by the Community Colleges and State Universities. Adopted 7/2/96

1 III. **GRADE LEVEL CLASSIFICATION**, Amended 7/01/04

2  
3 **A. General Requirements – Grades 9-12**

4  
5 A student, including an LEP student, will be placed in accordance with the number of  
6 credits earned by the beginning of the school year. Amended 6/27/00

7  
8 1. A student must have earned 5 credits (6 credits, 4X4 schedule) to be  
9 classified as a sophomore. Amended 6/15/99, 6/27/00, & 07/01/02

10  
11 2. A student must have earned 11 credits (14 credits, 4X4 schedule) to be  
12 classified as a junior. Amended 6/15/99, 6/27/00, & 07/01/02

13  
14 3. A student must have earned 18 credits (22 credits, 4X4 schedule) to be  
15 classified as a senior. Amended 6/15/99, 6/27/00, & 07/01/02

16  
17 4. Students who transfer into Osceola County from public schools shall be  
18 classified according to their grade placement at the school from which they  
19 transfer. Thereafter they will follow classification as set up by Osceola  
20 County except for those students who transfer as seniors.

21  
22 5. In order to receive a diploma from an Osceola County high school, all  
23 students who attend school in Florida as ninth or tenth graders will be  
24 required to earn one half credit in Life Management Skills and beginning with  
25 the 1999-2000 ninth grade class, one credit in physical education, which will  
26 include one-half credit in Personal Fitness.

27 Amended 7/23/91, 7/21/98, & 6/19/01

28  
29 6. All **transfer students** will be expected to attempt to earn a minimum of three  
30 (3) credits per semester in the year of their transfer; however, no requirement  
31 for specific course work will be retroactive except as stated above.

32  
33 The requirements of the School Board shall not be retroactive for students  
34 transferring in their senior year provided the student has met all requirements  
35 of the school, school district, or state from which he/she is transferring (6A-  
36 1.095). Adopted 6/30/92, Amended 6/27/95, & 7/01/04

37  
38 Students will be limited to the transfer of no more than four high school  
39 credits earned prior to entry into the ninth grade. Such credits must have  
40 been earned at the seventh and eighth grade levels and follow this Student  
41 Progression Plan. Adopted 6/30/92; Amended 6/27/95 & 7/21/98

42  
43 Work or credits from state or regionally accredited SACS/ CITA public or  
44 private schools or institutions shall be accepted at face value, subject to  
45 validation if deemed necessary. Amended 07/01/02

46  
47 7. Students may be promoted to the next grade at the end of the first semester  
48 of a school year provided they have earned the following number of credits:  
49 Adopted 7/23/91, Amended 6/15/99, 6/27/00, & 07/01/02

- 50
- 51 • Sophomore - 8 credits (10 credits, 4X4 schedule)
- 52

- 1 • Junior - 14 credits (18 credits, 4X4 schedule)
- 2
- 3 • Senior - 21 credits (26 credits, 4X4 schedule)
- 4

5 8. Seniors who have earned 24 credits (30 credits, 4X4 schedule) by the end of  
6 the first semester in a given school year may pursue one of the following  
7 options: Adopted 7/23/91

- 8
- 9 • Graduate at the end of the first semester. (Students will receive their  
10 diplomas and be permitted to participate in graduation ceremonies at the  
11 end of the second semester.)
- 12
- 13 • Participate in the dual enrollment program at Valencia Community  
14 College or at Technical Education Center Osceola (TECO), if they qualify.  
15 Amended 6/27/00
- 16
- 17 • Remain at the high school to pursue advanced academic studies and/or a  
18 career and technical education program.
- 19

20 **B. Student Performance Levels for Reading, Writing, Mathematics, and Science,**  
21 Amended 07-15-03

22  
23 Florida Statute 1008.25 requires that the district define specific levels of performance  
24 in reading, writing, mathematics, and science for each grade level. These levels of  
25 performance will be used to identify students who **must** receive remediation or be  
26 retained within an intensive program that is different from the previous year's  
27 program and takes into account the student's learning style.

28  
29 In compliance with School Board's Objective (Improve accepted measures of  
30 success annually) and Florida Statute 1008.25, students will be identified as  
31 performing at one of three levels which indicates a student's achievement:

- 32 ▪ above grade level,
- 33 ▪ at grade level, or
- 34 ▪ below grade level.
- 35

36 Performance levels are determined by various indicators that will include, but are not  
37 limited to, multiple measures using appropriate grade-level assessments as well as  
38 teacher judgment.

39  
40 **1. Required Program of Study – Grades 9-12**

41 A student's grade level classification should be based on standardized test  
42 results, daily assignments, teacher observation, teacher made tests,  
43 satisfactory attainment of the student performance standards in the  
44 curriculum frameworks and other objective information. If the achievement  
45 level is not met, the teacher shall utilize deficiency/progress reports to  
46 communicate with the parent during the grading period. Notices to  
47 parent/guardian of LEP students must be provided in the primary language,  
48 whenever feasible. Amended 6/27/00 7/01/02, & 7/01/04

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33

## 2. **Teacher Judgment**

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

**Teacher judgment factors may include, but are not limited to:**

- previous retentions,
- level of text at which student is successful,
- observations,
- checklists,
- student portfolios, or
- current grades/marks.

## 3. **Possible Assessments**

- District-adopted program assessments
- SAT-9
- FCAT-SSS Reading
- FCAT-SSS Mathematics
- FCAT-NRT Reading
- FCAT-NRT Mathematics
- FCAT Writing
- FCAT Science (upon completion by the State)

### **Promotion of ESE Students**

Students enrolled in exceptional student programs shall be promoted on the basis of the acquisition of credits. Credits are earned through the successful completion of the Sunshine State Standards or Sunshine State Standards for Special Diploma at the Independent, Supportive, or Participatory Level Amended 6/28/94, 6/27/95, 7/21/98, & 07-15-03

## **C. STUDENT PERFORMANCE LEVEL CHART**

See following page.

| <b>GRADES 9-12</b>  | <b>THE SCHOOL DISTRICT OF OSCEOLA COUNTY<br/>READING, WRITING, AND MATHEMATICS -- PROMOTION / REMEDIATION / RETENTION</b>   |                                  |   |                     |   |  |
|---|---|----------------------------------|---|---------------------|---|--|
| Classroom Performance   | Factors to Consider in End-of-Year Decision-Making  |                                  |   |                     |   | Decisions for Next Year                |
| <ul style="list-style-type: none"> <li>• Teacher Judgment</li> <li>• STAR results</li> <li>• Reading series daily performance and assessment results</li> <li>• Math series daily performance and assessment results</li> <li>• LEP Students - English Language Development</li> <li>• ESE - IEP performance goals and assessments</li> <li>• Parent conference and consultation</li> <li>• Principal recommendation</li> </ul> | <i>Student Performance Level</i>  | <i>FCAT-SSS Reading and Math</i> | <i>FCAT-NRT Reading &amp; Math or SAT-9</i> | <i>FCAT Writing</i> | <i>Did the student have an AIP this year?</i> | <i>Remediation Required Next Year?</i> |
|   | <b>Above Grade Level</b>  | Achievement Level 4, 5           | Stanine 7, 8, 9                             | 5.0, 5.5, 6.0       | NO  | NO                                     |
|   | <b>At Grade Level</b>   | Achievement Level 3              | Stanine 4, 5, 6                             | 3.0, 3.5, 4.0, 4.5  | NO  | NO                                     |
|   | <b>Below Grade Level, Minimally</b>   | Achievement Level 2*             | Stanine 3                                   | 2.0, 2.5            | YES   | Requires a new AIP                     |
|   |   |                                  |   |                     | NO  | Write an AIP, and monitor closely      |
|   | <b>Below Grade Level, Considerably</b>  | Achievement Level 1*             | Stanine 2                                   | 1.0, 1.5            | YES   | Requires a new AIP                     |
|   |   |                                  |   |                     | NO  | Must have an AIP                       |
|   | <b>Below Grade Level, Substantially</b>   | Achievement Level 1*             | Stanine 1                                   | 0                   | YES   | Requires a new AIP                     |
|   |   |                                  |   |                     | NO  | Must have an AIP                       |
|   | <ul style="list-style-type: none"> <li>• *To demonstrate annual learning gains, Grade 9 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least <b>78</b> Developmental Scale Score (DSS) points in FCAT-SSS Reading and <b>55</b> DSS points in FCAT-SSS Math.</li> <li>• *To demonstrate annual learning gains, Grade 10 students who score within Achievement Level 1 or 2 for two consecutive years must gain at least <b>78</b> Developmental Scale Score (DSS) points in FCAT-SSS Reading and <b>49</b> DSS points in FCAT-SSS Math.</li> </ul> |                                  |   |                     |   |  |

**D. Academic Improvement Plan (AIP) Process** Amended 7-15-03, 7/01/04

As required by Florida Statute 1008.25 (4)(b), schools must develop in consultation with student's parent(s), a School District of Osceola County Academic Improvement Plan (AIP) for students who do not meet district and state levels of proficiency in reading, writing, mathematics, and science. (Science will be added upon completion by the State.)

Principals are to establish procedures by which parents are notified when it has been determined that their child needs improvement at the grade or course in which he or she has been placed. In cooperation with the parents, an Academic Improvement Plan will be written which may include, but is not limited to, an extension of the school year, a special class within the regular school, and/or a remedial program within or outside the school day including Saturday School (for LEP students, see below). Amended 7/21/98 & 6/27/00

Each Academic Improvement Plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency.

**The Academic Improvement Plan must clearly identify the:**

1. specific, diagnosed academic needs to be remediated,
2. success-based intervention strategies to be used,
3. the how, when, how often, by whom, and how long intensive remedial instruction is to be provided, and
4. monitoring and reevaluation activities to be employed.

**1. Steps for Implementing the AIP**

Each student who does **not** meet the levels of performance as determined by the district **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

- Data from the additional assessments are to be used to formulate the student's AIP.
- Schools shall also provide for the frequent monitoring of the student's progress. FS 1008.25(4)(b).
- Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics, and/or science upon completion of science proficiency levels by the State, FS 1008.25(4)(b).
- If the student identification occurs during the fourth marking period, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

**Diagnostic assessments may include, but are not limited to:**

- teacher assessment
- text/placement tests
- diagnostic software
- Stanford Diagnostic

Intensive instruction is usually associated with the following:



grade level checklist, pre-tests and post-tests, alternative assessment results, previous academic records, diagnostic assessment in the home language, and any other appropriate indicator of academic progress.

- The first AIP/LEP committee meeting develops an academic improvement plan that includes a list of intensive remedial instructional strategies designed to assist the LEP student (NOTE: ESOL accommodations are not considered remedial strategies).
- The second AIP committee meeting, with ESOL representation, is held within 18 weeks to review the effectiveness of the remedial strategies. If the LEP student does not make satisfactory progress, the curriculum may be suspended and intense remedial instruction in reading and/or mathematics is provided based on the student’s deficiencies.
- If the LEP student still has not made satisfactory progress after implementing the academic improvement plan for at least 27 weeks, the LEP committee may recommend retention unless conditions exist such that retention would be more adverse for the student than promotion.
- The LEP Committee may exempt LEP students from the retention provision. The LEP student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, number of years in the U.S., current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

**3. Gifted Students** Amended 07-15-03

For a gifted student who is performing below grade level, it is appropriate to develop an AIP. Accommodations and/or interventions are to be addressed through the Gifted Educational Plan (GEP) process.

**4. Students with Disabilities – Academic Improvement Plan Process** Amended 07-15-03

**a. 504 Students** Amended 07-01-04

An AIP is to be written for a 504 student who is performing below grade level in reading, writing, or mathematics.

**b. ESE Students – Academic Improvement Plan Process**

**34 Code of Federal Regulations Section 300.347**

- (a) The IEP for each child with a disability must include:
  - (1) A statement of measurable annual goals, including benchmarks or short-term objectives, related to—
  - (2)(I) Meeting the child’s needs that result from the disability to enable the child to be involved in and progress in the general curriculum.

When an ESE student is determined to be performing below grade level in reading, writing, or mathematics, the ESE/Regular Education Teacher should

1 write an AIP to address the student's educational needs. The AIP should be  
 2 developed with the involvement of the parent/guardian.  
 3

4 The IEP Committee should also be convened to address the appropriate  
 5 accommodations for the student to access the general education curriculum.  
 6 ESE students for whom the Sunshine State Standards for Special Diploma  
 7 are appropriate do not require an AIP but will follow the goals and objectives  
 8 written on the IEP.  
 9

#### 10 E. Remediation and Retention

11 Amended 7/21/98, 6/15/99, 6/27/00, 6/19/01, 07/01/02, 07-15-03, & 7/01/04  
 12

- 13 ■ **No student may be assigned to a grade level based solely on age or other**  
 14 **factors that constitute social promotion.** FS 1008.25 (6)(a), Adopted 6/19/01  
 15
- 16 ■ **Retention decisions will not be made on a single test score.** Adopted  
 17 6/19/01  
 18
  - 19 • Students in grades 9-12 who are identified as being considerably or  
 20 substantially below grade level in reading, writing, mathematics, and/or  
 21 science (once science proficiency levels are set by the State) **must**  
 22 receive remediation and require an AIP.  
 23
- 24 ■ The principal, upon written authority from the Superintendent, may promote a  
 25 student who has been previously retained if the principal determines that  
 26 standards have been met, and the student will be able to benefit from instruction  
 27 at the higher grade. If the placement involves a new school, the assignment will  
 28 occur at the time agreed upon by both the sending and receiving principal.  
 29 Amended 6/15/99 & 07/01/02  
 30
- 31 ■ Eighth grade students who are placed in the ninth grade will be enrolled in a  
 32 mandatory remediation program.  
 33
- 34 ■ Eighth grade students promoted to the ninth grade may take courses during the  
 35 regular summer school for acceleration.  
 36

#### 37 F. Attendance for Credit, Grades 9-12

38 Amended 6/30/92, 7/21/98, 6/15/99, 6/27/00, 07/01/02, & 07-15-03  
 39

- 40 • In order to receive full semester credit, a student must be enrolled in any school  
 41 a minimum of forty-five school days.
- 42 • Students who enroll in school or class late shall be allowed to make up the class  
 43 work.  
 44
- 45 • Students, to include LEP students, who would otherwise receive a passing  
 46 grade, but who have accumulated absences of more than ten (10) single periods  
 47 of instruction or five (5) block periods of instruction (1 block unit equals 2 single  
 48 periods) per semester will not receive credit for the course except as follows:  
 49
  - 50 ➤ Attain a passing score (60% or better) on a comprehensive subject  
 51 level examination to be given within ten (10) teacher workdays of the  
 52 end of the semester in which the student was enrolled in the class.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50

- Students, to include LEP students, who have accumulated more than two (2) days of absences per semester during **summer school**, will not receive credit.  
Adopted 6/27/00
- Students in the **summer Jump Start program** who have accumulated more than 2 days of absences for the summer session will not receive credit.  
Adopted 6/19/01
- Students, to include LEP students, with excessive absences who fail the comprehensive examination but would receive a passing grade for the semester, may appeal the loss of credit. A district committee will consider the appeal based on documented, conditions. Amended 6/27/00
- School activities shall not be counted as absences. Assigned work shall be turned in on the date indicated by the teacher.

**Grading of Make-up Work**

Students whose absences have been approved as "excused" or "permitted", and who complete the make-up assignments as required by school policy, shall receive grades for the periods of such absences in the same manner as if not absent from school. Each school shall establish procedures to ensure good attendance in each grading period.

Authorization: FS 1001.41; Implementation: FS 1003.21 and Chapter 75-130, Laws of Florida;, 1006.09, 1001.42, 1003.25, 1001.54, 1212.28, 1012.53, 1011.61, 1003.26, FS and SBR 6A-1.451

**G. Retention – Special Program Considerations**

**1. LEP Students**

Revised 6/27/00

- An LEP student may be retained when there is lack of academic progress in grade level concepts.
- The LEP committee shall meet to document the evidence indicating lack of academic progress and to recommend retention. The parent/guardian shall be invited to attend.
- The teacher(s) must show extensive documentation of the ESOL strategies used to provide the student with understandable instruction.
- The reason for retention **must not imply** the student needs an extra year to learn English or that the under-performance is due to the child’s limited English proficiency.

**2. Students with Disabilities**

**a. 504 Students** Amended 07-01-04

A student with a 504 Plan must meet the district levels of performance.

1                                   **b.     ESE Students**

- 2
- 3                                   ▪ A student enrolled in ESE **must** meet either the Sunshine
- 4                                   State Standards or the Sunshine State Standards for
- 5                                   Special Diploma at the Independent, Supported, or
- 6                                   Participatory level,

7

8                                   Amended 7/21/98, 07-15-03

9

10                               **H.     Remediation Programs** Amended 07-15-03, 7/01/04

11                               Academic Improvement Plans must be provided to all students:

- 12                               ▪ who scored Level 1 or Level 2 on FCAT-SSS Reading or Math or below a
- 13                               3.0 on FCAT Writing,
- 14                               ▪ substantially behind in credits, and
- 15                               ▪ with a GPA less than 2.0. Amended 7/21/98, 6/15/99, 6/27/00, & 07-01-
- 16                               04

17

18

19                               **1.     Program Description**

20                               Remediation must be based on the results of diagnostic assessment(s) and it

21                               must be systematically embedded in the total educational program for the

22                               student. The daily instruction for the student will be modified based on both

23                               the diagnosis and the contents of the AIP or other educational plan(s) (e.g.,

24                               IEP, LEP Plan). Remediation must include an instructional program that is

25                               not identical to that provided during the previous school year.

26

27                               The AIP must include one or more of the following instructional intervention

28                               strategies:

- 29                               ▪ tutoring
- 30                               ▪ classroom organization
- 31                               ▪ instructional alternatives
- 32                               ▪ assignment alternatives-adaptations
- 33                               ▪ ESE referral
- 34                               ▪ other (see Florida Statute 1008.25).

35

36                               Parents of students who have been identified as needing remediation may

37                               contract with state certified teachers or enroll students in an approved

38                               remedial program to teach individual students in lieu of attendance in a

39                               remedial school program. However, if the parent chooses this option, he or

40                               she must notify the child's school principal in writing within fifteen (15) days

41                               after the AIP conference. Such students will be required to pass a school-

42                               approved exam.

43

44                               **2.     Jump Start Remedial Program**

45                               Beginning with the 1999-2000 school year, graduating eighth grade students

46                               whose test scores fall in the lowest quartile or who have been identified as

47                               needing assistance in one or more areas of mathematics, reading, writing,

48                               and/or study skills will be required to complete an intensive summer program

49                               at the high school designed to provide students with skills needed to be

50                               successful in high school. Upon successful completion of the summer

51                               program students will receive 1.5 elective high school credits. Students who

fail to master needed skills in the summer school will continue in the program during the fall semester. Amended 6/15/99 & 07/01/02

**1008.25 Public school student progression; remedial instruction; reporting requirements.--**

(1) INTENT.--It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

(2) COMPREHENSIVE PROGRAM.--Each district school board shall establish a comprehensive program for student progression which must include:

(a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

(c) Appropriate alternative placement for a student who has been retained 2 or more years.

(3) ALLOCATION OF RESOURCES.--District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b).

(4) ASSESSMENT AND REMEDIATION.--

(a) Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

(b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement an academic improvement plan designed to assist the student in meeting state and district expectations for proficiency. Beginning with the 2002-2003 school year, if the student has been identified as having a deficiency in reading, the academic improvement plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1 (c) Upon subsequent evaluation, if the documented deficiency has not been remediated in  
 2 accordance with the academic improvement plan, the student may be retained. Each student who  
 3 does not meet the minimum performance expectations defined by the Commissioner of Education  
 4 for the statewide assessment tests in reading, writing, science, and mathematics must continue to  
 5 be provided with remedial or supplemental instruction until the expectations are met or the student  
 6 graduates from high school or is not subject to compulsory school attendance.

7 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.--

8 (a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any  
 9 student who exhibits a substantial deficiency in reading, based upon locally determined or statewide  
 10 assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher  
 11 observations, must be given intensive reading instruction immediately following the identification of  
 12 the reading deficiency. The student's reading proficiency must be reassessed by locally determined  
 13 assessments or through teacher observations at the beginning of the grade following the intensive  
 14 reading instruction. The student must continue to be provided with intensive reading instruction until  
 15 the reading deficiency is remedied.

16 (b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in  
 17 paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or  
 18 higher on the statewide assessment test in reading for grade 3, the student must be retained.

19 (c) The parent of any student who exhibits a substantial deficiency in reading, as described in  
 20 paragraph (a), must be notified in writing of the following:

- 21 1. That his or her child has been identified as having a substantial deficiency in reading.
- 22 2. A description of the current services that are provided to the child.
- 23 3. A description of the proposed supplemental instructional services and supports that will be  
 24 provided to the child that are designed to remediate the identified area of reading deficiency.
- 25 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be  
 26 retained unless he or she is exempt from mandatory retention for good cause.
- 27 5. Strategies for parents to use in helping their child succeed in reading proficiency.
- 28 6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of  
 29 promotion and that additional evaluations, portfolio reviews, and assessments are available to the  
 30 child to assist parents and the school district in knowing when a child is reading at or above grade  
 31 level and ready for grade promotion.
- 32 7. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means  
 33 promotion of a retained student at any time during the year of retention once the student has  
 34 demonstrated ability to read at grade level.

35 (6) ELIMINATION OF SOCIAL PROMOTION.--

36 (a) No student may be assigned to a grade level based solely on age or other factors that  
 37 constitute social promotion.

38 (b) The district school board may only exempt students from mandatory retention, as provided in  
 39 paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:

1 1. Limited English proficient students who have had less than 2 years of instruction in an English  
2 for Speakers of Other Languages program.

3 2. Students with disabilities whose individual education plan indicates that participation in the  
4 statewide assessment program is not appropriate, consistent with the requirements of State Board  
5 of Education rule.

6 3. Students who demonstrate an acceptable level of performance on an alternative standardized  
7 reading assessment approved by the State Board of Education.

8 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level  
9 as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at  
10 least a Level 2 performance on the FCAT.

11 5. Students with disabilities who participate in the FCAT and who have an individual education plan  
12 or a Section 504 plan that reflects that the student has received the intensive remediation in  
13 reading, as required by paragraph (4)(b), for more than 2 years but still demonstrates a deficiency  
14 in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

15 6. Students who have received the intensive remediation in reading as required by paragraph  
16 (4)(b) for 2 or more years but still demonstrate a deficiency in reading and who were previously  
17 retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading  
18 instruction for students so promoted must include an altered instructional day based upon an  
19 academic improvement plan that includes specialized diagnostic information and specific reading  
20 strategies for each student. The district school board shall assist schools and teachers to implement  
21 reading strategies that research has shown to be successful in improving reading among low  
22 performing readers.

23 (c) Requests for good cause exemptions for students from the mandatory retention requirement as  
24 described in subparagraphs (b)3. and 4. shall be made consistent with the following:

25 1. Documentation shall be submitted from the student's teacher to the school principal that  
26 indicates that the promotion of the student is appropriate and is based upon the student's academic  
27 record. In order to minimize paperwork requirements, such documentation shall consist only of the  
28 existing academic improvement plan, individual educational plan, if applicable, report card, or  
29 student portfolio.

30 2. The school principal shall review and discuss such recommendation with the teacher and make  
31 the determination as to whether the student should be promoted or retained. If the school principal  
32 determines that the student should be promoted, the school principal shall make such  
33 recommendation in writing to the district school superintendent. The district school superintendent  
34 shall accept or reject the school principal's recommendation in writing.

35 (7) SUCCESSFUL PROGRESSION FOR RETAINED READERS.--

36  
37 (a) Students retained under the provisions of paragraph (5)(b) must be provided intensive  
38 interventions in reading to ameliorate the student's specific reading deficiency, as identified by a  
39 valid and reliable diagnostic assessment. This intensive intervention must include effective  
40 instructional strategies, participation in the school district's summer reading camp, and appropriate  
41 teaching methodologies necessary to assist those students in becoming successful readers, able to  
42 read at or above grade level, and ready for promotion to the next grade.

43  
44 (b) Beginning with the 2004-2005 school year, each school district shall:  
45

1 1. Conduct a review of student academic improvement plans for all students who did not score  
2 above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good  
3 cause exemptions in paragraph (6)(b). The review shall address additional supports and services,  
4 as described in this subsection, needed to remediate the identified areas of reading deficiency. The  
5 school district shall require a student portfolio to be completed for each such student.

6  
7 2. Provide students who are retained under the provisions of paragraph (5)(b) with intensive  
8 instructional services and supports to remediate the identified areas of reading deficiency, including  
9 a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction  
10 and other strategies prescribed by the school district, which may include, but are not limited to:

- 11 a. Small group instruction.
- 12 b. Reduced teacher-student ratios.
- 13 c. More frequent progress monitoring.
- 14 d. Tutoring or mentoring.
- 15 e. Transition classes containing 3rd and 4th grade students.
- 16 f. Extended school day, week, or year.
- 17 g. Summer reading camps.

18  
19 3. Provide written notification to the parent of any student who is retained under the provisions of  
20 paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and  
21 the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b).  
22 The notification must comply with the provisions of s. 1002.20(14) and must include a description of  
23 proposed interventions and supports that will be provided to the child to remediate the identified  
24 areas of reading deficiency.

25  
26 4. Implement a policy for the mid-year promotion of any student retained under the provisions of  
27 paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader,  
28 reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts  
29 may use in reevaluating any student retained may include subsequent assessments, alternative  
30 assessments, and portfolio reviews, in accordance with rules of the State Board of Education.  
31 Students promoted during the school year after November 1 must demonstrate proficiency above  
32 that required to score at Level 2 on the grade 3 FCAT, as determined by the State Board of  
33 Education. The State Board of Education shall adopt standards that provide a reasonable  
34 expectation that the student's progress is sufficient to master appropriate 4th grade level reading  
35 skills.

36  
37 5. Provide students who are retained under the provisions of paragraph (5)(b) with a high-  
38 performing teacher as determined by student performance data and above-satisfactory  
39 performance appraisals.

40  
41 6. In addition to required reading enhancement and acceleration strategies, provide parents of  
42 students to be retained with at least one of the following instructional options:

- 43 a. Supplemental tutoring in scientifically research-based reading services in addition to the regular  
44 reading block, including tutoring before and/or after school.
  - 45 b. A "Read at Home" plan outlined in a parental contract, including participation in "Families  
46 Building Better Readers Workshops" and regular parent-guided home reading.
  - 47 c. A mentor or tutor with specialized reading training.
- 48  
49  
50  
51

1 7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus  
 2 of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive  
 3 accelerated reading instruction to grade 3 students who failed to meet standards for promotion to  
 4 grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ  
 5 Initiative shall:

6  
 7 a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment  
 8 system used in Reading First schools. The assessment must measure phonemic awareness,  
 9 phonics, fluency, vocabulary, and comprehension.

10 b. Be provided during regular school hours in addition to the regular reading instruction.

11 c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for  
 12 Reading Research at Florida State University and meets, at a minimum, the following  
 13 specifications:

14  
 15 (I) Assists students assessed as exhibiting a reading deficiency in developing the ability to read at  
 16 grade level.

17 (II) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and  
 18 comprehension.

19 (III) Provides scientifically based and reliable assessment.

20 (IV) Provides initial and ongoing analysis of each student's reading progress.

21 (V) Is implemented during regular school hours.

22 (VI) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting  
 23 proficiency levels for the appropriate grade in all academic subjects.

24  
 25 8. Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3  
 26 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the  
 27 Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in  
 28 one school year. The Intensive Acceleration Class shall:

29  
 30 a. Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT  
 31 and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion  
 32 of the FCAT.

33 b. Have a reduced teacher-student ratio.

34 c. Provide uninterrupted reading instruction for the majority of student contact time each day and  
 35 incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject  
 36 areas.

37 d. Use a reading program that is scientifically research-based and has proven results in  
 38 accelerating student reading achievement within the same school year.

39 e. Provide intensive language and vocabulary instruction using a scientifically research-based  
 40 program, including use of a speech language therapist.

41 f. Include weekly progress monitoring measures to ensure progress is being made.

42 g. Report to the Department of Education, in the manner described by the department, the progress  
 43 of students in the class at the end of the first semester.

44  
 45 9. Report to the State Board of Education, as requested, on the specific intensive reading  
 46 interventions and supports implemented at the school district level. The Commissioner of  
 47 Education shall annually prescribe the required components of requested reports.

48  
 49 10. Provide a student who has been retained in grade 3 and has received intensive instructional  
 50 services but is still not ready for grade promotion, as determined by the school district, the option of  
 51 being placed in a transitional instructional setting. Such setting shall specifically be designed to

1 produce learning gains sufficient to meet grade 4 performance standards while continuing to  
2 remediate the areas of reading deficiency.

3 (8) ANNUAL REPORT.--

4 (a) In addition to the requirements in paragraph (5)(b), each district school board must annually  
5 report to the parent of each student the progress of the student toward achieving state and district  
6 expectations for proficiency in reading, writing, science, and mathematics. The district school board  
7 must report to the parent the student's results on each statewide assessment test. The evaluation of  
8 each student's progress must be based upon the student's classroom work, observations, tests,  
9 district and state assessments, and other relevant information. Progress reporting must be provided  
10 to the parent in writing in a format adopted by the district school board.

11 (b) Beginning with the 2001-2002 school year, each district school board must annually publish in  
12 the local newspaper, and report in writing to the State Board of Education by September 1 of each  
13 year, the following information on the prior school year:

14 1. The provisions of this section relating to public school student progression and the district school  
15 board's policies and procedures on student retention and promotion.

16 2. By grade, the number and percentage of all students in grades 3 through 10 performing at  
17 Levels 1 and 2 on the reading portion of the FCAT.

18 3. By grade, the number and percentage of all students retained in grades 3 through 10.

19 4. Information on the total number of students who were promoted for good cause, by each  
20 category of good cause as specified in paragraph (6)(b).

21 5. Any revisions to the district school board's policy on student retention and promotion from the  
22 prior year.

23 (9) STATE BOARD AUTHORITY AND RESPONSIBILITIES.--

24 (a) The State Board of Education shall have authority as provided in s. 1008.32 to enforce this  
25 section.

26 (b) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 for the  
27 administration of this section.

28 (9) TECHNICAL ASSISTANCE.--The department shall provide technical assistance as needed to  
29 aid district school boards in administering this section.

30 **History.**--s. 371, ch. 2002-387; s. 8, ch. 2003-118.

31 **I. Summer School**

32 High school students may attend summer school for grade forgiveness, remediation,  
33 and when provided accelerated credit. Amended 6/27/00

34 Beginning with the 1999-2000 school year, incoming ninth grade students who fail to  
35 master needed skills in the summer school program will continue in the program  
36 during the fall semester. Adopted 6/27/00

37 **1. LEP Students**

1 All categories of Limited English Proficient (LEP) students in grades K-5 ,  
 2 including Limited English Proficient (LEP) students are eligible to attend  
 3 Summer School for either academic or language maintenance needs,  
 4 provided the services are rendered at the school. The following requirements  
 5 must be met:

- 6 ▪ The need for summer school attendance must be  
 7 documented in the student's individual LEP Plan.
- 8 ▪ The specific academic or language maintenance needs of  
 9 the student must be listed in the student's individual LEP  
 10 Plan.
- 11 ▪ The student's LEP Plan will serve as the summer school  
 12 LEP Plan.

13  
 14 **2. ESE Students**

15 The determination of Extended School Year (ESY) services is a decision of  
 16 the Individual Educational Planning team. Services are recommended when  
 17 the data collected over the course of the school year, including before and  
 18 after scheduled breaks in instruction, indicate a significant regression in life  
 19 skills. These are skills that cannot be recouped within a reasonable amount  
 20 of time without ESY services. ESY services may include direct or indirect  
 21 special education services, related services, or some combination of these.  
 22 Adopted 6/27/00, Amended 07-15-03

23  
 24 **3. Home Education Students**

25 Home education students may participate in summer school if it is available  
 26 and if they meet the same eligibility requirements as established for all  
 27 regularly attending students.

28  
 29 Students who expect to earn Summer School credit in a home education  
 30 program must register with the Superintendent by the end of the first grading  
 31 period (second week) of summer school.  
 32  
 33

## IV. GRADUATION REQUIREMENTS

Amended 6/30/92, 7/29/97, &amp; 07-15-03

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (FS 1001.03, 1010.305), and meet all requirements established by the Florida Department of Education and the School Board of Osceola County.

## A. Course Credit Requirements, Amended 7/01/04

Beginning with the 2003-2004 school year, all students scheduled to graduate in 2004 and thereafter may select one of the three graduation options listed below.

| <b>FLORIDA HIGH SCHOOL GRADUATION OPTIONS</b> |   |  |  |
|---|---|--|--|
| <b>Courses</b>                                | <b>General Requirements (4-Year)</b>  | <b>Standard College Preparatory Program (3-Year)</b>   | <b>Career Preparatory Program (3-Year)</b>   |
| <b>English</b>                                | 4 credits (major concentration in composition & literature)   | 4 credits (major concentration in composition & literature)  | 4 credits (major concentration in composition & literature)  |
| <b>Mathematics</b>                            | 3 credits (one of which must be Algebra I or its equivalent)  | 3 credits at the Algebra I level or above from the list of courses that qualify for state university admission | 3 credits (one of which must be Algebra I or its equivalent)   |
| <b>Science</b>                                | 3 credits (two of which must have a laboratory component)   | 3 credits in natural science (two of which must have a laboratory component)                                   | 3 credits in natural science (two of which must have a laboratory component)   |
| <b>Social Studies</b>                         | 1 credit World History, 1 credit American History, ½ credit American Government, and ½ credit Economics | 1 credit World History, 1 credit American History, ½ credit American Government, and ½ credit Economics        | 1 credit World History, 1 credit American History, ½ credit American Government, and ½ credit Economics  |
| <b>Foreign Language</b>                       | NOT required for high school graduation; required for admission into state universities                 | 2 credits or demonstrated proficiency in same second language  | NONE   |
| <b>Career Preparatory Program ONLY</b>        |   |  | 3 credits in a single vocational/ career education program, OR<br>3 credits career/ technical education dual enrollment courses, OR<br>5 credits in vocational/ career education courses |

|   |  |  |  |
|---|--|--|--|
| <b>Practical/ Performing Fine Arts</b>        | 1 credit practical arts career education or exploratory career education OR<br>1 credit performing fine arts OR<br>½ credit in practical arts and ½ credit in performing fine arts |  |  |
| <b>Life Management Skills</b>                 | ½ credit   |  |  |
| <b>Physical Education</b>                     | 1 credit (including ½ credit of Personal Fitness and ½ credit physical education elective)   |  |  |
| <b>Electives</b>                              | 8 ½ credits  | 3 credits  | 3 credits  |
| <b>TOTAL</b>                                  | 24 credits   | 18 credits (six of which must be honors level or equivalent)   | 18 credits   |
| <b>State Assessment Requirements</b>          | Earn passing scores on the Grade 10 FCAT-SSS Reading and Math  | Earn Level 3 or above scores on the Grade 10 FCAT-SSS Reading and Math and 3.0 or higher on FCAT Writing | Earn Level 3 or above scores on the Grade 10 FCAT-SSS Reading and Math and 3.0 or higher on FCAT Writing |
| <b>Grade Point Average Requirements (GPA)</b> | Earn a cumulative GPA of 2.0 on a 4.0 scale  | Earn a cumulative weighted GPA of 3.0 on a 4.0 scale AND earn at least a 3.0 in each course              | Earn a cumulative weighted GPA of 3.0 on a 4.0 scale AND earn at least a 2.0 in each course              |

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

- Students who selected the accelerated option before July 1, 2004, are grandfathered in under the original state requirements.
- Credit requirements above the 24 required for the four-year graduation option are in place for those students who attend high schools in which the four-year (not including summer school) credit earning potential is greater. Guidelines are available at individual high schools. Adopted 6/15/99, Amended 6/19/01 & 7/01/04
- Florida Statute 1003.43 permits that participation in an interscholastic sport, at the junior varsity, or varsity level for two full seasons, may substitute for the Physical Education requirement if the student passes a competency test on personal fitness with a score of "C" or better. This substitution fulfills the Physical Education requirement but does not grant credit toward the overall 24-credit state requirement for graduation.
- Students who are enrolled in a marching band class or a physical activity class that requires participation in marching band activities may substitute ½ the Physical Education requirement with participation in the marching band. This substitution fulfills ½ the Physical Education requirement but does not grant

1 credit toward the overall 24-credit state requirement for graduation. Amended  
2 7/01/02

- 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - 13
  - 14
  - 15
  - 16
  - 17
  - 18
  - 19
  - 20
  - 21
  - 22
  - 23
  - 24
  - 25
  - 26
  - 27
  - 28
  - 29
  - 30
  - 31
  - 32
  - 33
  - 34
  - 35
  - 36
  - 37
  - 38
  - 39
  - 40
  - 41
  - 42
  - 43
  - 44
  - 45
  - 46
  - 47
  - 48
  - 49
  - 50
  - 51
  - 52
- Students must still satisfy the 24-credit requirement for graduation by earning equivalent credit in another course but will not be required to meet the one (1) credit requirement in physical education. The Physical Education credit cannot be required of ninth grade students. Adopted 7/29/97, Amended 7/21/98
  - Practical arts may be fulfilled by any secondary or eligible postsecondary course in the Vocational Section of the Florida Course Code Directory or by substituting one of the basic Computer Education Courses or Journalism II, III or IV on a curriculum equivalency basis.
  - No more than one (1) credit in Exploratory Technical courses may be used for credit toward high school graduation.
  - A student may not enroll in Level I courses unless the assessment of the student indicates that a more rigorous course of study would be inappropriate, in which case, a written assessment of the need must be included in the student's individual education plan or in a student performance plan signed by the principal, guidance counselor, and the parent. Adopted 7/29/04

Amended 7/21/98, 6/27/00, & 7/01/04

## B. Cumulative Grade Point Average (GPA) Requirements

1. All students must maintain a **cumulative grade point average of 2.0 on a 4.0 scale** as required by Florida Statute 1003.43. Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements. This notification shall be in the form provided in the District approved reporting procedures. Adopted 7/29/97, Amended 6/19/01
2. For those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum required for graduation, the following options will be made available(Adopted 7/29/97, Amended 6/27/00, 6/19/01, & 7/01/04):
  - **Grade Forgiveness Policy**  
Students entering ninth (9th) grade in 2000-2001 and thereafter who earn grade of "D" or "F" may retake the course to improve their skills, grade, and GPA. The "D" or "F" grade may be replaced with a grade of "C" or higher. The highest grade earned will be used to calculate the cumulative grade point average. Credit toward graduation can only be awarded once. Any course grade not replaced according to the district grade forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation (Florida Statute 1003.43) Adopted 7/29/97, 1/16/01, & 7/01/04

- 1  
2  
3  
4  
5
3. Students who have not attained the required grade point average are eligible to attend summer school in an attempt to raise the cumulative grade point average. Adopted 7/29/97

6  
7

**C. Florida Comprehensive Assessment Test (FCAT) Requirement**

8  
9  
10  
11  
12  
13

Students entering the ninth grade in 1999-2000 must pass the Florida Comprehensive Assessment Test. Students who were ninth (9th) graders prior to 1999-2000 must either pass the High School Competency Test (HSCT) or achieve a passing score on the Florida Comprehensive Assessment Test, which exempts the student from the High School Competency Test.

14  
15

**1. ESE Students**

16  
17  
18  
19  
20  
21

The Individual Education Plan (IEP) team may waive the FCAT as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot accurately be measured by the statewide assessment test. This provision applies to seniors beginning with the class of 2003.

22

Students eligible for consideration are those students with disabilities

- 23  
24  
25  
26  
27  
28  
29  
30  
31  
32
- Who are currently seniors in high school who have an IEP and for whom the FCAT is the graduation test.
  - Who have met the state's graduation requirement of 24 credits/courses and 2.0 cumulative GPA, and any other district requirements for graduation with a standard diploma.
  - Who have taken the FCAT at least once in the 10<sup>th</sup> grade and once in the 11<sup>th</sup> grade, but have not attained a passing score.
  - For whom the IEP team determines that the FCAT cannot accurately measure the student's abilities taking into consideration allowable accommodations.

33  
34

Amended 6/15/99, 6/27/00, & 07-15-03

35  
36  
37

**D. Student Standards for Participation in Extracurricular Student Activities**

Revised 6/29/93

38  
39  
40  
41

Extracurricular activities are a vital part of the total school program. Such activities include any after-school faculty-sponsored group such as athletic teams, music groups, and special-interest organizations. Amended

42  
43

6/27/00

- 44  
45  
46  
47  
48  
49  
50  
51  
52
1. In general for a high school student to participate in extracurricular activities, the student must maintain a 2.0 grade point average (on a 4.0 scale).
  2. In order for a high school student to participate in extracurricular activities during the first grading period of the regular school year, (s)he must meet all requirements of the Florida High School Athletic Association (FHSAA), including the earning of five (5) credits the preceding school year and have an overall 2.0 grade point average (on a 4.0 scale) for the preceding school year.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

- Grades earned in summer school (a maximum of one full credit as per FHSAA guidelines) will affect the grade point average requirement for eligibility for the first grading period of the next school year.
  - Credits (a maximum of one full credit) earned in summer school will be utilized in determining FHSAA eligibility for the first grading period of the next school year.
  - Incoming, first time ninth graders do not have a "preceding school year" requirement.
3. In order for a high school student to be eligible to participate in extracurricular activities during the second, third, and/or fourth grading periods, the student must maintain a 2.0 grade point average on a 4.0 scale, for the grading period immediately preceding participation. Amended 6/27/00
4. **Academic Performance Contract**  
If the student's cumulative grade point average falls below 2.0 or its equivalent in the courses required by statute for graduation after July 1, 1997, the student may execute and fulfill the requirements of an academic performance contract between the student, the school district, the appropriate governing association, and the student's parents or guardians. Adopted 6/27/00, Amended 7/01/04
5. **Home Education Students**  
An individual home instruction student is eligible to participate at the public school to which the student would be assigned according to district school attendance area policies or which the student could choose to attend pursuant to district or inter-district controlled open enrollment provisions. Such a student may also develop an agreement to participate at a nonpublic school provided the following conditions are met: Adopted 6/27/00 Revised 6/17/01
- The home education student must meet the requirements of the home education program pursuant to Florida Statute 1002.41.
  - During the period of participation at school, the home instruction student must demonstrate educational progress as required in all subjects taken in home instruction by a method of evaluation agreed on by the parent or guardian and the principal.
  - The home education student must meet the same residency requirements as other students in the school at which he or she participates
  - The home education student must meet the same standards of acceptance, behavior and performance as required of other students in extracurricular activities.
  - The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she wishes to participate. A home instruction student must be able to

participate in curricular activities if that is a requirement for the extracurricular activity.

- A home education student who transfers from a home education program during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
- The student shall also be progressing satisfactorily toward graduation as provided in the Student Progression Plan for Osceola County.
- The principal or his designee may suspend a student from participation in an activity for Level I - Level III offenses as outlined in the Osceola County School District Code of Student Conduct. Amended 7/01/04
- Those students unable to meet the criteria because of extenuating circumstances may appeal to the school activities committee, a standing committee whose membership shall include, but not be limited to, representatives from extracurricular sponsors, classroom teachers, the guidance department, administration, exceptional student education, and the school advisory committee.

Authorization: FS 1001.41, Implementation: FS 1006.21

**E. Graduation Requirements for ESE Students** Amended 07-15-03

SBR 6A-6.0312 provides that accommodations to basic and career and technical education courses are allowable for all exceptional students to meet the requirements for a regular or special diploma as follows (for potential LEP students, see above):

Amended 6/27/00

**1. Accommodations to Basic Courses**

Accommodations for basic courses shall not include accommodations to the curriculum frameworks or Sunshine State Standards. When modifying I career and technical education courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's Individual Education Plan. Amended 7/21/98

Accommodations may include any of the following:

- The instructional time may be increased or decreased.
- Instructional methodology may be varied.
- Special communications systems may be used by the teacher or student.
- Classroom and district test administration procedures and other evaluation procedures may be modified to accommodate the student's handicap.

## 2. Regular Diploma

- Requirements

To meet the requirements for a regular high school diploma, an exceptional student shall take academic courses in the mainstream in accordance with the student's Individual Education Plan. Students who are classified as Deaf or Hard of Hearing, or Emotionally Handicapped may complete any basic or career and technical education course applicable to a regular diploma if the course is taught by the exceptional student teacher and if the course content, standards, and student outcome and other requirements are equivalent to that of the regular education course. Exceptional students may have regular academic course accommodations as outlined above. Amended 7/23/91, 7/21/98 & 6/27/00

Any students classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Physically Impaired, Visually Impaired, Autistic or Emotionally Handicapped may be awarded a regular diploma if they meet the requirements established below. Amended 6/27/95, 8/6/96, 7/21/98 & 6/27/00

- Course Requirements
- Cumulative Grade Point Average (GPA) Requirements
- Florida Comprehensive Assessment Test (FCAT) Requirements
- Attendance  
Meet attendance requirements.

- Curriculum

The curricular approach for high school Varying Exceptionalities, Emotionally Handicapped and Educable Mentally Handicapped shall be a regular education curriculum that follows the Florida Sunshine State Standards with appropriate accommodations. The Strategies for Learning Curriculum and Resource Guide, Direct Instruction, and Precision Teaching are the instructional approaches to be utilized to enhance curriculum acquisition. Adopted 7/21/97

## 3. Special Diploma Option 1

Revised 7/23/91 & Amended 6/27/99, 7/21/98, & 6/27/00

- Requirements

Any student classified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language Impaired Specific Learning Disabled, Physically Impaired, Autistic or Emotionally Handicapped may be awarded a special diploma if the following requirements are met:

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50

- Complete course requirements as outlined below:
  - Language Arts - Three (3) credits
  - Mathematics - Three (3) credits
  - Social Studies - Two (2) credits
  - Science - One (1) credit
  - Physical Education - One (1) credit
  - Life Management Skills - One Half (1/2) credit
  - Employability Skills - One Half (1/2) credit
  
  - Electives - Eleven (11) credits  
(Career and Technical Education courses, Practical Arts, OJT, etc.)

Total: 22 Credits (11 required, 11 elective)

- Course requirements can be modified only by specific permission from the Director of Exceptional Student Education.
- Courses designed for students functioning at supported or participatory levels may be substituted for the courses outlined above as determined by the IEP committee.
- Students must have a 2.0 Grade Point Average (GPA) calculated from the courses outlined above to be eligible for a special diploma.
  
- Attendance  
Meet attendance requirements.
  
- Curriculum  
The curricular approach for high school exceptional students shall follow the Florida Sunshine State Standards for Special Diploma. Moderately and severely disabled students will use a curriculum appropriate to the developmental level of the student.
  
- Beginning with the 2000-2001 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards for Special Diploma at the expected levels of functionality as identified by the IEP team.
  
- Any exceptional student excluding students classified as Visually Impaired or Speech Impaired only who has acquired appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP Team) can be issued a Special Diploma Option 1.
  
- Note: Students classified as Visually Impaired or Speech Impaired only are not eligible for a special diploma at this time. Amended 6/27/95

Auth: 6A-1.095, FAC



1                   • Curriculum

Amended 7/21/98

2  
3                   The curricular approach for high school exceptional students shall follow  
4                   the Florida Sunshine State Standards for Special Diploma. Moderately  
5                   and severely disabled students will use a curriculum appropriate to the  
6                   development level of the student.                   **Amended 6/27/95**

- 7  
8                   • Beginning with the 2000-01 ninth (9<sup>th</sup>) grade class, a student must  
9                   demonstrate competency in the Sunshine State Standards for Special  
10                  Diploma at the expected levels of functionality as identified by the IEP  
11                  team.

- 12  
13                  • Adopted 6/27/00

- 14  
15                  • Note: Students classified as Visually Impaired or Speech Impaired only  
16                  are not eligible for a special diploma at this time.

17  
18                  **5. Certificate of Completion**

Adopted 6/27/95

19                  Any exceptional student who has acquired appropriate credits and GPA for a  
20                  high school diploma and for whom the Florida Comprehensive Assessment  
21                  Test (FCAT) waiver was not approved by the IEP team can be issued a  
22                  Certificate of Completion.

23  
24                  **6. Special Certificate of Completion**

Amended 6/27/95, 7/21/98 & 6/27/00

25                  Any Educable Mentally Handicapped, Trainable Mentally Handicapped,  
26                  Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language  
27                  Impaired, Autistic, Specific Learning Disabled, or Physically Impaired student  
28                  whose ability to communicate orally or in writing is seriously impaired, or  
29                  Emotionally Handicapped student who meets all graduation requirements for  
30                  his or her exceptionality but is unable to meet the Sunshine State Standards  
31                  for Special Diploma, shall be awarded a special certificate of completion.

32  
33  
34                  **7. Changing Diploma Options**

Adopted 6/27/95

35                  To ensure that students may select and move between the Special Diploma  
36                  options, and between courses of study leading to Standard and Special  
37                  Diplomas, Grade Point Average (GPA), credits and performance standards  
38                  will be reviewed and student course schedules will be developed to meet the  
39                  requirements of the option selected.

40  
41                  **8. Transfers**

42                  Any exceptional student transferring into the Osceola School District and  
43                  determined eligible for a special diploma shall be eligible to graduate based  
44                  upon the requirements of the school district from which he or she is  
45                  transferring.

46  
47                  **9. Extended School Year Services**

Adopted 6/27/00

48                  The determination of Extended School Year (ESY) services is a decision of  
49                  the Individual Educational Planning team. ESY services may include direct or  
50                  indirect special education services, related services, or some combination of  
51                  these.

1 **F. Types of Diplomas** Adopted 9/17/96, Amended 6/15/99, 6/27/00, & 07-15-03  
 2  
 3

4 Students in Osceola County Schools may earn the following types of diplomas:

5 **1. Regular Diploma**

6 A Regular Diploma shall be issued to students who meet the conditions set  
 7 forth in this Student Progression Plan section IV, except for those students  
 8 who successfully enroll in and complete the GED Exit Option Program. This  
 9 must include passing the High School Competency Test (HSCT) or achieving  
 10 an acceptable score on the Florida Comprehensive Assessment Test  
 11 (FCAT). For those ESE students for whom the IEP committee has approved  
 12 an FCAT waiver, achieving an acceptable score on the FCAT will be waived.  
 13 Amended 7/23/91 & 6/27/00  
 14

15 **2. Regular Diploma -- GED Exit Option**

16 A Regular Diploma-GED Exit Option shall be issued to students who meet  
 17 the conditions set forth in the Student Progression Plan. Adopted  
 18 6/27/00  
 19

20 • Requirements

21 To meet the requirements for a regular high school diploma under the  
 22 GED Exit Option, a student shall:

- 23 ▪ Meet the program eligibility criteria and be enrolled in a Dropout  
 24 Program, Teenage Parent, Department of Juvenile Justice, or  
 25 Second Chance School Program;
- 26 ▪ Be currently enrolled in a high school or alternative program;
- 27 ▪ Be a minimum of 16 years of age;
- 28 ▪ Demonstrate a 9.0 or above reading level as measured by a state-  
 29 approved assessment instrument, pass the HSCT or FCAT, or  
 30 demonstrate successful completion by the end of the  
 31 programmatic year, and
- 32 ▪ NOT be eligible to graduate before the date of the class with  
 33 whom a student enters kindergarten.  
 34

35 • Attendance

36 Meet attendance requirement  
 37

38 • Curriculum

39 Students must be enrolled in a minimum of six courses throughout the  
 40 academic year. The courses must include the following:

- 41 ▪ Applied Communications
- 42 ▪ Economics/American Government
- 43 ▪ Algebra, Algebra 1A, or Applied Math 1
- 44 ▪ Any combination of a secondary or postsecondary technology or a  
 45 career and technical education course of study, career preparation  
 46 or on-the-job training  
 47

- 48
- 49 • Students must complete the prescribed program in order to obtain a  
 50 regular high school diploma through the GED Exit Option Program as well  
 51 as complete a career portfolio.  
 52

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

- All students obtaining a regular diploma under the GED Exit Option must successfully pass the GED Test and the FCAT. Amended 7/01/04
- A grade point average (GPA) of 2.0 or above must be maintained in the coursework taken through the GED Exit Option Program.

**3. Special Diploma**

- Option I Amended 7/23/91, 6/28/94 & 7/21/98  
A Special Diploma shall be awarded to properly classified Educable Mentally Handicapped, Trainable Mentally Handicapped, Profoundly Mentally Handicapped, Deaf or Hard of Hearing, Language Impaired, Specific Learning Disabled, Emotionally Handicapped, Physically Handicapped whose ability to communicate orally or in writing is seriously impaired. Students must also master the Sunshine State Standards for Special Diploma.

Amended 7/21/98

Any exceptional student excluding Visually Impaired or Speech Impaired only who has acquired appropriate credit for a regular high school diploma and GPA and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team, can be issued a Special Diploma Option I.

Amended 7/21/98 & 07/01/02

Beginning with the 2000-2001 ninth (9th) grade class, a student must demonstrate competency in the Sunshine State Standards for Special Diploma at the expected levels of functionality as identified by the IEP team.

Adopted 6/27/00

- Option II Adopted 7/21/98  
A Special Diploma Option II shall be awarded to any exceptional student, excluding Visually Impaired or Speech Impaired only, who demonstrates mastery of specified employment and community competencies. The student may graduate with more or less than four years of attendance in grades 9-12. This student must satisfactorily complete the equivalent of eleven credits as specified and be employed at least 25 hours per week in a community based job earning minimum wage or more for a minimum of one semester unless the student is placed in supported competitive employment. In such cases the student must be employed at least 20 hours per week for the equivalent of one semester. The student's Individual Education Plan and training plan shall be developed to identify job specific competencies.

The student must also be at least sixteen (16) years of age to be considered for this option and shall be at least eighteen (18) years of age to graduate.

Amended 6/27/00

**4. Certificate of Completion** Amended 7/23/91

A Certificate of Completion can be issued to all students who acquire appropriate credits and GPA for a regular high school diploma and for whom the Florida Comprehensive Assessment Test (FCAT) waiver was not approved by the IEP team.

**5. Special Certificate of Completion**

A Special Certificate of Completion can be issued to an eligible exceptional education student who meets the requirements for a special diploma, but is unable to meet the Sunshine State Standards for Special Diploma.

**6. GED**

Amended 7/23/91, 9/17/96, 7/29/97, & 07-15-03

Students or residents who are eighteen (18) years old or older may apply to take the GED exam.

Under the following extraordinary circumstances, 16- and 17-year-old students may be admitted into the GED program:

- a. Court ordered
- b. Economically disadvantaged (must meet federal income guidelines)
- c. Previously or currently enrolled in an Alternative Program
- d. Pregnancy
- e. Teen parent
- f. Medical, mental, or physical condition which interferes with regular school attendance
- g. Home school validation
- h. Incarcerated
- i. Probationers Educational Growth program client
- j. Thirteenth year student not meeting graduation requirements
- k. Legally emancipated minor
- l. Twelfth grade option student

**G. Participation in Graduation Ceremonies**

1. Seniors participating in high school graduation ceremonies shall have completed all requirements for graduation as set forth in this Student Progression Plan. Seniors receiving a Certificate of Completion or a Special Certificate of Completion will also be eligible to participate in the ceremonies. Amended 6/28/94
2. Graduation ceremonies will be scheduled at the end of the regular academic year and at the close of the second summer session each year.
3. Students enrolled in a District K-12 dropout prevention program and earning a GED equivalency diploma may participate in the graduation ceremony of the high school in their attendance zone. Amended 7/23/91

1           **H. Award, Certificate, and Scholarship Criteria**

2           Revised 6/29/93 & Amended 7/29/97 & 7/21/98

3

4           **1. Florida Bright Futures Scholarship Program** Amended 7-15-03, 7/01/04

5           Florida Bright Futures Scholarship Program (FS 1009.531) provides for tuition

6           and fee reimbursement for undergraduate studies at a public or private

7           university, community college or vocational/technical school. The three

8           scholarship awards within the Bright Futures Scholarship Program are the

9           Florida Academic Scholars Award, Florida Merit Scholars Award, and Florida

10          Gold Seal Vocational Scholars Award. Each has specific criteria that must be

11          met. However, to be eligible for an initial award from any of the three types of

12          scholarships, a student (to include an LEP student) must: Amended 6/15/99

- 13
- 14           • Complete a Bright Futures Scholarship Program Student Authorization
- 15           Form by spring graduation.
- 16
- 17           • Be a Florida resident and a US citizen or eligible non-citizen.
- 18
- 19           • Earn a Florida standard high school diploma or its equivalent.
- 20
- 21           • Be accepted by and enrolled in an eligible Florida public or independent
- 22           postsecondary education institution.
- 23
- 24           • Enroll in a postsecondary institution in Florida for at least six semester
- 25           credit hours or the equivalent.
- 26
- 27           • Not to have been found guilty of, or pled nolo contendere to, a felony
- 28           charge.
- 29
- 30           • Use the award within three years of graduation.

31

32          **2. Florida Academic Scholars Award** Amended 07-15-03

33          The Florida Academic Scholars Award is designed to encourage and to

34          recognize outstanding performance and academic achievement by high

35          school students (FS 1009.534). In order to qualify for the Florida Academic

36          Scholars Award, a student must:

- 37
- 38           • Meet the general eligibility requirements for the Florida Bright Futures
- 39           Scholarship Program.
- 40
- 41           • Achieve a 3.5 unweighted grade point average on a 4.0 scale, or its
- 42           equivalent, in high school courses that are adopted by the Board of
- 43           Regents and recommended by the State Board of Community Colleges
- 44           as college-preparatory courses.
- 45
- 46           • Attain at least a combined score of 1270 on the Scholastic Aptitude Test
- 47           or 28 on the American College Test.
- 48
- 49           • Have attended a home education program according to FS 1003.21
- 50           during grades 11 and 12, and have attained at least the above test
- 51           scores.
- 52

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

- Have been awarded an International Baccalaureate Diploma from the International Baccalaureate Office; or
- Have been recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist.
- Must complete a program of community service work, as approved by the district shall include a minimum of 75 hours of service work and require the student to identify a social problem, and address, evaluate, and reflect upon the problem through papers or other methods of presentation.
- Maintain the equivalent of a 3.0 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Academic Scholars Award. One opportunity for reinstatement of this award will be given if the grade point average falls below the 3.0 requirement.

**3. Florida Medallion Scholars Award** Amended 07-15-03, 7-01-04  
To be eligible for Florida Medallion Scholars Award (FS 1009.535), the student must:

- Meet the general eligibility requirements for the Florida Bright Futures Scholarship Program.
- Achieve an unweighted grade point average of 3.0 on a 4.0, or the equivalent, in high school courses that are adopted by the Board of Regents and recommended by the State Board of Community Colleges as college-preparatory academic courses.
- Have attained a combined score of 970 on the SAT or a score of 20 on the ACT.
- Maintain the equivalent of a 2.75 grade point average on a 4.0 scale for all postsecondary education work attempted and the student remains eligible to renew the Florida Merit Scholars Award. The student will receive one opportunity to reinstate the award if the grade point average falls below a 2.75.

**4. Florida Gold Seal Vocational Scholars Award** Amended 7-15-03, 7/01/04  
The Florida Gold Seal Vocational Scholars Award recognizes and awards academic achievement and vocational preparation by high school students. High school students may participate in this program in accordance with Florida Statute 1009.536 and State Board Rule 6A-1.092. In order for a student to qualify for the Florida Gold Seal Vocational Scholars Award students must meet the general eligibility requirements of the Florida Bright Futures Scholarship Program along with the following criteria:

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31

- Complete three vocational credits in a sequential program of studies, or  
An equivalent dual enrollment course/program;                      Adopted 7/29/97
  - From a weighted 3.0 GPA (based on the Statewide Scholarship Weighting System) using the core 15 credits required for graduation.
  - Earn an unweighted grade point average of at least 3.5 in courses comprising the vocational program;
  - Beginning with the year 2000 graduates, earn the following required credits:
    - 4        -        English
    - 3        -        Mathematics
    - 3        -        Natural Science
    - 3        -        Social Science (American History, World History, American Government, and Economics)
    - 1        -        Practical Art or 1 Performing Art or 1/2 credit in each
    - 1/2     -        Life Management Skills
    - 1/2     -        Personal Fitness
- A minimum of three (3) sequential Vocational Job-Prep or Technological Education
- Must obtain the minimum test scores as follows:
    - SAT: Verbal 440, Math 440 or
    - ACT: Reading 17, English 18, Math 19 or
    - CPT: Reading 83, Sentence 83, Algebra 72.

1 **V. REPORTING STUDENT PROGRESS**

2  
3 **A. Parent(s)/Guardian(s) – Written Notification Requirements**

4 Amended 07-15-03, 07-01-04

5  
6 Florida Statute 1008.25(7)(a) specifies that the district school board must  
7 annually report to the parent of each student the progress of the student  
8 towards achieving state and district expectations for proficiency in reading,  
9 writing, science and mathematics, including the student's results on each  
10 statewide assessment test. The evaluation of each student's progress must  
11 be based upon the student's classroom work, observations, tests, district and  
12 state assessments, and other relevant information. Progress reporting must  
13 be provided to the parent in writing in the format adopted by the district  
14 school board. No one test with a single administration should determine  
15 promotion for retention. The preponderance of evidence from evaluations  
16 should be used to determine if a student is ready for the work of the next  
17 grade.

18  
19 **B. Report Cards** Amended 07-15-03

20 Florida Statute 1003.33(1) requires that district report cards for all secondary  
21 school students must clearly grade or mark:

- 22           ▪ the student's academic performance in each class or course in  
23           grades 1-12 (based upon examinations as well as written  
24           papers, class participation and other academic performance  
25           criteria);
- 26           ▪ the student's conduct and behavior; and
- 27           ▪ the student's attendance, including absences and tardiness.

28 The student's final report card for a school year shall contain a statement  
29 indicating end-of-year status regarding performance or nonperformance at  
30 grade level, acceptable or unacceptable behavior and attendance and  
31 promotion or nonpromotion.

- 32           ▪ All schools shall use a standard report card appropriate for the level (K, 1-2, 3-5,  
33           6-8, 9-12) as the primary means of reporting student progress.
- 34           ▪ With the approval of the Superintendent and the School Board, schools may  
35           develop additional or supplementary instruments, which may be used in  
36           conjunction with the standard report card.           Amended 7/29/97 & 6/25/99
- 37           ▪ Report cards shall be issued for all students, 9-12, at the close of each grading  
38           period.           Amended 6/30/92
- 39           ▪ Parents are to be notified in writing at any time during a grading period when it is  
40           apparent that the student may not pass or is performing unsatisfactorily in any  
41           course or grade level. The county Deficiency/Progress Report and/or approved  
42           electronic Progress Report form will be used for this notification.  
43           Amended 6/15/99 & 6/27/00



1 8. To receive a report card a student shall have been enrolled in school at least  
 2 ½ of the forty-five day grading period as established by the official school  
 3 calendar. If an elementary student is enrolled for less than one-half (1/2) of  
 4 the forty-five day grading period, a report card shall be issued, but a grade is  
 5 not required. The report card needs to reflect the date of entry and  
 6 attendance record. If a student withdraws, he shall be issued a grade on the  
 7 withdrawal form as of the date of withdrawal. Amended 7/2/96 & 6/27/00  
 8

9 9. Students are to receive grades in all subjects in which they have received  
 10 instruction that grading period.  
 11

12 10. Change of Grades  
 13

14 Once a grade has been entered into a report card or electronically entered  
 15 into a system for the preparation of report cards, then any and all grade  
 16 changes should be made as follows:  
 17

18 REQUEST BY TEACHER FOR GRADE CHANGE:  
 19

- 20 • If the teacher who has made, entered or reported the grade feels it  
 21 necessary to change the grade, he or she must submit a request in  
 22 writing to the principal for a grade change.  
 23
- 24 • Whether the basis for the change is a mistake at the time of entry, or  
 25 reconsideration of the assessment materials and evaluative sources, the  
 26 teacher shall demonstrate in the writing the rationale, basis and support  
 27 for the grade as intended to be entered on the change.  
 28
- 29 • The principal shall consider the request made by the teacher, and meet  
 30 with the teacher as the principal deems necessary, and determine  
 31 whether to make the change as requested.  
 32
- 33 • The principal shall determine the request in writing and provide a written  
 34 explanation to the teacher as to the basis for the determination to the  
 35 requesting teacher.  
 36
- 37 • Following the direction of the principal, the grade may be changed or left  
 38 unchanged. Only if directed by the written notification of the principal, may  
 39 the teacher entered grade be changed.  
 40
- 41 • Should a change in grade be directed after the student and parent(s)/ or  
 42 parent(s) have been first notified of the grade, then the grade change  
 43 shall be made on official notification to the parents, which shall contain  
 44 the reasons and methodology for the change.  
 45

46 CHANGE OF GRADE WITHOUT TEACHER REQUEST:  
 47

- 48 • If a Principal considers changing a report card grade made, entered or  
 49 reported by a teacher, he or she must report in writing to the teacher that  
 50 he or she is considering a student report card grade change.  
 51

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52

- The teacher will be afforded an opportunity in writing to present the rationale, basis and explanation for the grade as was entered.
- The principal shall consider the teacher’s written support in making the grade.
- If the principal should determine to leave the grade as was entered unchanged, the principal need take no further action. If the principal determines to make a grade change over the teacher’s objection, the principal shall set forth in writing the reason for the grade change, and provider therein a basis for the change of grade.
- Following the written notification of the teacher of the decision and basis for grade change, at the direction of the principal, the grade may be changed.
- Should a change in grade be directed by the principal; after the student and parent(s)/ or parent(s) have been first notified of the grade, then the grade change shall be made on official notification to the parents, which shall contain the reasons and methodology for the change.

11. A student shall complete a semester’s work in order to be promoted or to receive credit for the semester’s work. Students who complete the semester’s work, except taking the final examinations, may at the discretion of the principal, arrange to take the examination prior to the opening of the next succeeding school year.

Work or credit earned from a non-accredited school or school from outside Osceola County shall be accepted toward graduation upon validation. Validation of credit may be made by the student’s successful completion of a standardized test in the subject.

12. Grades will be awarded at the end of each grading period. These grades will reflect all work assigned and achieved during that grading period. Credit may be awarded at the end of a grading period (nine weeks or semester). Amended 6/30/92 & Amended 6/27/95

13. Final grades may be awarded on a semester or yearly basis in high schools or on a yearly basis in middle and elementary schools. Amended 6/27/95

14. When two nine weeks are used to determine a final grade, each nine weeks shall count 50% of the final grade. The total shall be divided by two (2).

When a semester exam is given, each of the nine weeks grades shall count 40% and the exam grade shall count 20% of the final grade, and the total shall be divided by five (5). Amended 6/30/92 & 7/2/96

15. In grades 9-12, a numerical average is determined by the teacher, at the end of each nine (9) week grading period and the corresponding letter grade (as determined by the grading scale above) is recorded on the report card. If a semester exam is given, the numerical exam score is also converted to the

corresponding letter grade as determined by the above grading scale. To determine the final grade, the numerical grades are averaged together, as outlined two paragraphs above, and numerical average will be converted to the corresponding letter grade from the grading scale, and reported on the report card. Amended 7/2/96

16. If an "I" (incomplete) is recorded on a report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the "I" becomes "F." At the teacher's discretion a longer period of time may be allowed for make up work. Amended 7/23/91 & 6/27/00

**D. Description and Definition of Marks**

Schools shall adhere to the following evaluation plan for grading and reporting student progress. (For LEP, see below.) Amended 6/15/99, 6/27/00, & 6/19/01

**1. Grades 6-12 Percent Point Value Definition**

Effective July 1, 2001, Grades 6-12 will be given corresponding letter grades using the scale below: Amended 6/19/01

| GRADE | PERCENT | POINT VALUE | DEFINITION                 | PACER POINT |
|-------|---------|-------------|----------------------------|-------------|
| A     | 90-100  | 4           | outstanding progress       | 5           |
| B     | 80-89   | 3           | above average              | 4           |
| C     | 70-79   | 2           | adequate progress          | 3           |
| D     | 60-69   | 1           | lowest acceptable progress | 1           |
| F     | 0-59    | 0           | failure                    | 0           |
| I     | 0       | 0           | incomplete                 | 0           |

**2. Pacer Point Scale for Determining Class Rank and Valedictorian/ Salutatorian**

All high schools will utilize a Pacer Scale for honors courses as a means to determine senior class rank and valedictorian/salutatorian selections. These determinations will be made at the end of the eighth semester and will include all high school courses taken. Pacer Points will be assigned based upon the Grading Scale adopted by the School Board. High schools will assign the Pacer Points to dual enrollment college courses and to all level 3 courses as defined in the Course Code Directory except level 3 courses in physical education. Pacer Points will **not** be used when determining the 2.0 grade point average required for graduation, or the final grade point average. Adopted 7/29/97, Amended 6/15/99, 6/27/00 & 6/19/01

1  
2 **E. Guidelines for Grading and Reporting**  
3 **Academic Progress of LEP Students**

Revised 6/27/00

4  
5 The course grade and academic progress of LEP students will be based on the  
6 results of teacher observation, alternative assessments, and modified tests used to  
7 assess the understandable instruction provided through the use of ESOL teaching  
8 strategies, appropriate instructional materials, and curriculum accommodations.  
9

10 If there is a continued pattern of failure in classroom performance and assessments,  
11 the LEP committee shall meet to review the reasons for the student's lack of  
12 progress. The reason(s) documented for the academic under-performance of an  
13 LEP student **cannot imply** that he/she needs an extra year to learn English or that it  
14 is due to the student's lack of English proficiency.  
15

16 The following documentation needs to be in the student permanent records:

- 17     ▪ Documentation of the ESOL strategies used by the ESOL language arts  
18         and basic content area teacher(s) to provide understandable instruction,  
19         including the alternative assessment instruments and test  
20         accommodations used to evaluate the student's academic progress.
- 21     ▪ The records of parental contacts or attempts made to inform the  
22         parent/guardian of the student's under-performance. When applicable,  
23         copies of the deficiency reports signed by the student and  
24         parent/guardian. Notices to parent/guardian of LEP students must be  
25         provided in the home/native language, whenever feasible.
- 26     ▪ The instructional support requested by the teacher(s) to provide additional  
27         assistance for the student from the ESOL Assistant and Compliance  
28         Specialist available at the school.  
29

30 **F. District/ State Assessment Programs**

31  
32 All students must participate in all regular district and state assessments for  
33 accountability purposes (FS 1008.22, 1008.25(4)(a)).  
34

35 Parents are to be advised of their child's performance on all standardized tests  
36 administered as part of the countywide testing program.  
37

38 Home education students who wish to participate in the Florida Comprehensive  
39 Assessment Test (FCAT) may do so under the following conditions:

40 Adopted 6/19/01

- 41     ▪ Home education students may take the FCAT only at the school for which they  
42         are zoned.
- 43     ▪ Home education students must abide by all the rules of the Student Code of  
44         Conduct while on any Osceola County school campus. Failure to do so will result  
45         in the removal of the student from the campus and loss of testing privileges.
- 46     ▪ Home instruction parents must notify the appropriate school(s) of their intention  
47         to participate in testing at least two weeks in advance of the scheduled  
48  
49  
50  
51

1           **G. Accommodations of District/ State Assessments for**  
 2           **Special Program Students**

3  
 4           **1. LEP Students**

5  
 6           The LEP Committee will review each ESOL student's progress to  
 7           determine whether a accommodation is necessary. Test  
 8           accommodations, based on the recommendations of the LEP  
 9           Committee, may include: flexible setting, flexible scheduling, flexible  
 10          timing, English/heritage language dictionary, and assistance in the  
 11          heritage language.

12  
 13          **2. Students with Disabilities**

14  
 15          **a. 504 Students Amended 07-01-04**

16          Students with 504 plans may receive accommodations on both district  
 17          and state assessments. The student's Section 504 Plan should  
 18          address the accommodations that are regularly provided for  
 19          classroom activities and assessment and should guide decisions on  
 20          accommodations for specific test situations. However, allowable  
 21          accommodations for statewide tests are limited to those listed in the  
 22          State Board Rule and the state test administration manuals.

23  
 24          Accommodations may include: flexible setting, flexible scheduling,  
 25          flexible timing, flexible responding, flexible presentation, and/ or  
 26          flexible format.

27  
 28          **b. ESE Students Amended 07-15-03**

29          Test accommodations during district/state testing will be implemented  
 30          as specified in the student's IEP. The IEP must specify:

- 31           • assessment name,
- 32           • area of assessment (e.g., reading, mathematics, etc.),
- 33           • standard administration, and
- 34           • accommodation(s):
  - 35            ✓ flexible setting,
  - 36            ✓ flexible scheduling,
  - 37            ✓ flexible timing,
  - 38            ✓ flexible responding,
  - 39            ✓ flexible presentation, and/ or
  - 40            ✓ flexible format.

41  
 42          **H. Exemptions from District/ State Assessments for**  
 43          **Special Program Students**

44  
 45          **1. LEP Students**

46  
 47          An LEP student whose Home Language Survey (HLS) date precedes a  
 48          district/state testing date by less than one year may be exempted  
 49          individually by specific action of the LEP Committee. **It is strongly**  
 50          **recommended all be tested.** A district-approved alternate assessment  
 51          must be administered to those LEP students who have been exempted  
 52          from a district and/or state assessment.           Adopted 07/01/02

1  
2 **2. Students With Disabilities**  
3

4 **a. 504 Students**

5 Students with 504 plans **may not** be exempted from state  
6 assessments.

7  
8 **b. ESE Students**

9 The IEP committee determines whether a student with a disability  
10 participates in state and district assessments. The decision to  
11 exclude any student with a disability must be documented on the IEP  
12 and must meet the following criteria:

- 13 • the student demonstrated cognitive ability prevents the  
14 student from completing required coursework, and achieving  
15 the benchmarks of the Sunshine State Standards, even with  
16 appropriate and allowable accommodation; AND
- 17 • the student requires extensive direct instruction to  
18 accomplish the application and transfer of skills  
19 competencies needed for domestic, community living,  
20 leisure, and vocational activities.

21  
22 Students who are excluded from state and district assessment will be  
23 assessed through an alternate assessment procedure identified by the  
24 IEP team and documented on the IEP.

25  
26 **I. Annual Report in Local Newspaper Adopted 07-15-03**  
27

28 Beginning with the 2002-2003 school year, each district school board must  
29 annually publish in the local newspaper, and report in writing to the State  
30 Board of Education by September 1 of each year, the following information on  
31 the prior school year:

- 32 ▪ the district school board's policies and procedures on student  
33 retention and promotion;
  - 34 ▪ by grade, the number and percentage of all students in grades 3  
35 through 10 performing at levels 1 and 2 on the reading portion of  
36 the FCAT;
  - 37 ▪ by grade, the number and percentage of all students retained in  
38 grades 3 through 10;
  - 39 ▪ information on the total number of students who were reported for  
40 good cause by each category of good cause as specified in FS  
41 1008.25 (6)(b);
  - 42 ▪ any revisions to the district school board's policy on student  
43 retention and promotion from the prior year. FS 1008.25 (8)(b).
- 44